

U.S. ARMY SERGEANTS MAJOR ACADEMY (WLC)

ACTIVE COMPONENT (AC) COURSE MANAGEMENT PLAN

OCT 05

**Warrior Leader Course
(600-WLC)**



"I AM A WARRIOR AND A MEMBER OF A TEAM"

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COURSE MANAGEMENT PLAN (CMP)

**Course
Management
Plan (CMP)**

This CMP is for The Army Training System Warrior Leader Course (TATS-WLC), active component (AC) NCOAs.

Course Number	Course Title
600-WLC	Warrior Leader Course (WLC)

Effective Date

15 October 2005

Supersedes

Course Management Plan, WLC, Updated May 2005

Proponent

The proponent for this CMP is the United States Army Sergeants Major Academy (USASMA).
POC NUMBERS: DSN 978-8405, comm: (915) 568-8405.

Internet Access

NCOAs have access the USASMA web site to download any component of the WLC courseware at <https://www.bliss.army.mil/usasma/>.

**Comments and
Recommendations**

Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to--

ATTN ATSS DCP
COMDT USASMA
BLDG 11291 BIGGS FLD
FT BLISS TX 79918-8002

NOTE: DA Form 2028 is available for downloading and mailing via email at the USASMA homepage site.

**Foreign
Disclosure (FD)
Restrictions**

The course developer--in coordination with the USASMA foreign disclosure (FD) authority--reviewed the materials contained in this course. Some components of this course may not be releasable to students from foreign military schools/countries. Commandants must check each TSP FD statement for foreign disclosure release restrictions.

**Course
Management
Plan Approval**

The following individuals reviewed and approved this CMP for publication and implementation in the Warrior Leader Course (WLC).

Name/Signature	Rank	Title	Date Signed
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Purpose

This course management plan (CMP) is a single source document pertaining to the administration of the Warrior Leader Course (WLC). Commandants may use extracts from this plan for use in local SGL training programs.

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- NOTE:**
1. Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.
 2. Guidance contained in this CMP takes precedence over instructions contained in the individual Training Support Package (TSP).
 3. NCOAs may maintain reports and records through the Automated Instructional Management System-Redesign (AIMS-R) for those who have access or a similar database for those who do not have access.

CHAPTER 1

Applicability	<ol style="list-style-type: none"> 1. This plan applies to the Active Component (AC) Noncommissioned Officer Academies (NCOAs) that conduct WLC. 2. If there is a conflict between this plan and the WLC Program of Instruction (POI), the TRADOC approved POI takes precedence. 3. If there is a conflict between this plan and Army publications or guidance, the Army publications or guidance takes precedence. The intent of the CMP is to enhance WLC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policy.
Course Structure/ Conduct of Training	<hr/> <ol style="list-style-type: none"> 1. This course is non-MOS specific, taught at an NCO Academy in a live-in environment using classroom instruction with practical application, followed by hands-on performance-oriented training conducted in a field training environment, culminating with an extensive situational training exercise (STX). Small group leaders (SGLs) assess the students' leadership potential and evaluate their ability to apply lessons learned and effectively lead their classmates in a tactical environment. 2. Commandants must ensure the conduct and evaluation of training is IAW the principles of training outlined in FM 7-0, FM 7-1, and this CMP. 3. Student qualification in prerequisite tasks is an individual and unit commander's responsibility. Upon arriving at a school, students must be capable of performing supporting individual tasks and tasks required in the next lower level course--for WLC, skill level one tasks. 4. AC WLC is a 4-week, 2-day course, culminating with a 96-hour STX. <p>(REF: AR 350-1, Chap 3, para 3-46 and TR 350-10, Chap 2, para 2-7)</p> <hr/>
Course Pre-requisites	<hr/> <ol style="list-style-type: none"> 1. Soldiers attending WLC must fall into the following priorities-- <ol style="list-style-type: none"> a. Priority One: Staff Sergeants and Sergeants that are non-WLC graduates. The Soldiers may or may not have a WLC waiver. b. Priority Two: SPC/CPL promotable. Use the following priority list: <ol style="list-style-type: none"> (1) SPC/CPL (P) who meets the cut off score. SPC/CPL (P) in MOSs which would have had additional promotions if more promotable SPC/CPLs had been available and identified as "Star MOS" by monthly HRC Promotion Cut-Off Memorandums. <hr/>

Course Pre-requisites,
continued

- (2) SPC/CPL (P) in other MOSs serving in an authorized NCO position based on the highest number of promotion points.
 - (3) All other SPC/CPL (P) on a recommended list based on the highest number of promotion points.
- c. Priority Three: SPC/CPL in leadership positions. In order to fill all WLC training seats, non-promotable SPCs w/demonstrated leadership potential may attend WLC only after exhausting all other higher order of merit list (OML) categories.
2. Students must--
- a. Meet height and weight standards.
 - b. Be eligible for reenlistment and recommended by their commander.
 - c. Have no convictions of a misdemeanor crime of domestic violence (Lautenberg Amendment).
 - d. If age 30 or over, have completed a periodic physical exam within the last five years. The Preexecution checklist (PEC) in Part I Unit Preexecution, line 10, must have the initials of the first line leader and the Soldier. If the initials are missing, verify the physical data in AKO. NCOAs will not enroll a student over the age of 30 without proper verification of the physical. Soldiers will no longer hand carry a copy of the physical.
- (REF: AR 350-1, Chap 3; AR 635-200, para 5-14; and TR 350-10, Chap 2, para 2-6; MEMO DASG-HS-AS, 30 November 2000, DA MSG, DAMO-TRI, R091624Z Jun 04, para 8)
-

Enrollment Requirements

- 1. Soldiers reporting for training must have in their possession a completed and properly signed preexecution checklist. If a Soldier reports for training without a checklist signed by himself and his commander, he has 72 hours from the report date to provide the checklist with appropriate attachments. NCOAs will return Soldiers to their units who fail to provide the checklist within this time frame. The unit commander's signature on the preexecution checklist certifies that the Soldier meets routine course prerequisites.
 - 2. Soldiers who have a permanent profile designator of "3" or "4" must include a copy of their DA Form 3349 and the results of the their military medical review board (MMRB) as part of the course application. Soldiers who have been before an MMRB, or similar board, awarded medical limitations, and allowed to retain their occupational classification, may attend WLC and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.
-

**Enrollment
Requirements,
continued**

3. NCOAs will deny enrollment to Soldiers who hold a temporary profile except for shaving or nonperformance deterring profiles. Soldiers diagnosed as pregnant after enrollment may continue training, **provided** the attending physician determines the Soldier may continue. Pregnant Soldiers must provide a copy of the attending physician's recommendation. A Soldier medically dismissed for pregnancy after enrollment may return to the course when the condition that led to the medical dismissal no longer exists.
4. For students with permanent profiles, their profile must include an aerobic event. Soldiers with permanent profiles that permit an alternate APFT event must also meet course graduation requirements.
5. Temporary Profile Exceptions: Commanders may send Soldiers with temporary profiles, due to participation in OIF/OEF, to WLC. Soldiers must arrive with a copy of their current temporary profile and a memorandum signed by the commander stating the profile is a result of injuries sustained due to participation in OIF/OEF. The Soldiers will train within the limits of their profiles.
6. For students with P3/P4 profiles, ensure that the profiling doctor and the approving authority doctors have signed the profile. The commander does not need to sign the profile unless he disagrees with the profile. P2 profiles only need the signature of the profiling doctor. Soldiers with a P2 profile must meet course graduation requirements too.
7. NCOAs will deny enrollment to Soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisite requirements.

(REF: AR 350-1, Chap 3; AR 635-200, para 5-14; TRADOC Reg 351-10, Chap 2, para 2-6; and DA MSG, R 251850Z JUL 01, DA WASHINGTON DC//DAMO-TR. SUBJECT: Clarification and Reinforcement of Army Training Policies; DA MSG, R 092054Z SEP 04, SUBJECT: Selection and Scheduling of Soldiers for Army Schools.)

**Course
Graduation
Requirements**

1. Students must score 70 percent or higher on the following examinations/evaluations, except for W226, Land Navigation:
 - a. Written Examination 1.
 - b. Army Physical Fitness Test (APFT) (IAW FM 21-20w/C1).
 - c. Physical Fitness Training (Train the Trainer Evaluation).
-

**Course
Graduation
Requirements,
cont**

- d. Individual Training Evaluation.
- e. Land Navigation Evaluation. (75 percent)
- f. Two demonstrated leadership evaluations (garrison and tactical environment).

2. Students must take the APFT as a graduation requirement. Commandants will arrange for students to meet the APFT requirements while allowing for one retest. If the student fails the retest, NCOAs will dismiss the student for "failure to meet APFT standards."
3. Soldiers attending WLC with less than 90 days from returning from OIF/OEF are exempt from taking the APFT. Annotate on the DA Form 1059 in the APFT remarks: GWOT.

(REF: DA MSG, DAMO-TRI, R 091624Z JUN 04)

**Physical
Requirements**

1. Students must be able to meet the following physical requirements during the course: (Exception: Soldiers with temporary profiles due to participation in OIF/OEF)
 - a. Pass the APFT.
 - b. Negotiate rough terrain under varying climatic conditions.
 - c. Conduct, demonstrate, and lead physical fitness training.
 - d. Walk a minimum of 3200 meters with load carrying equipment (LCE) in a minimum of three hours.
 - e. Lift and carry all required packing list items (OCIE and CTA 50-900) for short distances.
 - f. Carry a 50 pound combat load containing mission essential equipment. (weapon, helmet, uniform, LCE included in 50 lbs)
 - g. Occasionally lift and carry fuel, water, ammo, MREs, or sandbags.
 - h. Low crawl, high crawl, and rush for three to five seconds.
 - i. Move over, through, and around obstacles.
 - j. Carry and fire individually assigned weapon IAW applicable regulatory guidance.
 - k. Don mission-oriented protective posture (MOPP) gear.
2. Commandants may not supplement these course graduation requirements.

(REF: TR 350-10, Chap 2, para 2-7; ARTEP 7-8; FM 21-18, and DA MSG: 092054Z SEP 04, SUBJECT: Selective and Scheduling of Soldiers for Army Schools

**Course
Objectives**

The training in WLC focuses on--

- Self-discipline.
- Professional ethics.
- Leading, disciplining, and developing Soldiers.
- Planning, executing, and evaluating individual and team training.
- Planning and executing missions and tasks assigned to team-size units.
- Caring for Soldiers and families.

(REF: AR 350-1, Chap 3, para 3-46)

**Student
Orientation**

All commandants must--

- Post their student orientation information under their respective school codes to the school header (SH) screen in ATRRS.
 - Ensure information is current at all times and includes all information from TR 350-18, Chap 3, para 3-23, as required.
 - If ATRRS (<http://www.atrrs.army.mil>) is not available, mail information to the students' unit NLT 45 days prior to start of course.
 - Have copies available for those students who did not receive a copy prior to reporting for training.
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**Training
Support
Package TSP)
Synopsis**

The following tables provide a brief synopsis of the Training Support Packages (TSP)--

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
A201, Inprocessing/ APFT/ Weigh-in	Students receive advance sheets, required publications, administrative processing, and height and weight evaluation. Students must take the APFT as a graduation requirement. Commandants will arrange for students to meet the APFT requirements while allowing for one retest.
A202, Outprocessing	A202 allocates time for the purpose of outprocessing students at the conclusion of WLC.
A204, Graduation	A204 allocates time for the purpose of conducting a formal graduation where the commandant and cadre can present students with honors and diplomas.
L221, Introduction to Army Leadership	During this lesson students will learn some basic information concerning Army leadership: framework of leadership, What a Leader Must Be, Know, Do, The Human Dimension Role in Leader Development, The Four Direct Leadership Skills, The Three Direct leadership Actions, Maintain Discipline, and the DOD Policy on Homosexual Conduct and Anti- Harassment.
L228, Conduct Developmental Counseling	Students will learn the fundamentals and techniques of developmental counseling. They will prepare for and conduct a subordinate-centered counseling session producing a plan of action that focuses the subordinate on individual and unit goal accomplishment.
L230 The Army Writing Style	This lesson introduces the student to the Army writing style. The student will learn how effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.
L231, Commandant's Orientation	The commandant welcomes the new students and provides them an orientation and briefing on the local SOP. His welcome includes a safety briefing and standards of conduct expected while attending the course and introduces the staff and faculty. He also explains WLC graduation requirements, unscheduled training Q-cards, NCOA standards, and local command policies. (Developed by local academy commandant).
L232, Introduction to WLC	SGLs will provide the students an overview of the WLC and explain the objectives and course standards. They also discuss the course's content, explain the small group process, and cover study requirements and techniques.
L233, ID the Historical Progression and Significant Contributions of the NCO	This lesson teaches the student the historical progression and significant contributions that the NCO has made as he existed during the pre-Revolutionary War period, Revolutionary War, War of 1812, Civil War, World War I, World War II, Korean War, Vietnam War, Operation Just Cause, Desert Storm, and Enduring Freedom.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
L234, NCO Evaluation Report	Students will learn how to perform the duties as a rater of a subordinate Soldier using the NCO Counseling Checklist/Record (DA Form 2166-8-1) and the Noncommissioned Officer Evaluation Report (NCO-ER) DA Form 2166-8.
L235, Sexual Assault	This lesson teaches the students the Army's sexual assault prevention and response program. They will learn about: sexual assault trends in the Army, chain of command responsibilities, types of sexual assault and influencing factors, right of victims and alleged perpetrators, individual responsibilities, procedures for timely reporting, and resources available for victims.
T221, Risk Management	This lesson teaches the students how to implement the risk management process to minimize the frequency and severity of accidents in the activities they will lead. They will learn the basic principles required to implement risk management, the five steps of risk management, the human behaviors that affect mission readiness, and the hazards associated with fratricide.
T222, After Action Review (AAR)	Students will learn how to conduct an AAR and the importance of the AAR process, by allowing all participants in an exercise to provide input into how well an exercise went, what the purpose of the training was, what went right, what went wrong, and how to improve.
T223, Training Management	This lesson will provide a basic introduction to battle focused training. Students will learn the Army's ten principles of training, training doctrine, Mission Essential Task List (METL) development process, training planning process, and requirements for training execution. Also, the student will learn the NCO's training responsibilities, preparation necessary to conduct individual training, and training execution considerations. Students will prepare and conduct individual training.
T224, Physical Fitness, Train the Trainer	Students will learn the techniques and procedures needed to conduct the Army's physical fitness program. This lesson's primary focus is to enhance the students' knowledge of physical fitness and how to conduct a variety of fitness training exercises. This lesson offers the students the opportunity to actually perform the different exercises.
T226, Supervise the Implementation of Preventive Medicine Policies	This lesson provides the students some of the most important aspects of training their subordinates in the medical threat and principles of preventive medicine measures. It teaches them that as an NCO it is their responsibility to ensure their Soldiers remain healthy during field operations. Students will learn preventive medicine measures for heat injuries, cold injuries, insects, poisonous plants and fruits, food and waterborne diseases and illnesses, noise hazards, and toxic chemicals (non-NBC). Students will also learn to monitor their subordinates' personal hygiene and physical and mental fitness.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
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W221, Map Reading	This lesson provides the student with reinforcement training of some of the skill level one map reading skills and land navigation skills. The lesson will also teach the more complex skill level one skills. This lesson is a foundation for the land navigation lesson later in the course. Students will learn how to determine elevation, orient a map using a lensatic compass, determine direction, covert azimuths, determine polar coordinates, and learn intersection and resection techniques.
W222, Combat Orders	This lesson will teach students their troop-leading procedures and three types of combat orders--warning order, operation order, and fragmentary order. They will also learn the importance of and what they must concern themselves with while conducting precombat checks. Students will learn to implement a squad level combat order by conducting troop-leading procedures, conducting precombat checks, and interpreting the commander's intent of a combat order.
W223, Conduct Movement	Students will learn some basic techniques and procedures used to employ a squad-sized element in combat. They will learn the basics of moving a squad/team--using hand and arm signals--using the appropriate movement techniques in the proper movement formation based on the tactical situation. Students will also learn how to select a movement route using a map, conduct actions at danger areas, conduct security during movement and at halts, and enforce detection prevention measures.
W224, Occupy an Assembly Area	Students will learn the procedures required to occupy an assembly area. They will learn how to prepare to occupy the area, move to the area, establish security, and defend an assigned sector.
W225, Combat Operations	Students will learn the basics of leading a team/squad in basic combat operations by reacting to contact, breaking contact, reacting to an ambush (far and near), conducting a hasty attack, reacting to indirect fire, and exiting a vehicle in a blocked/unblocked ambush.
W226, Land Navigation	Students will utilize the skills they learn from this lesson, coupled with the skills they learned in the map reading and conduct movement lessons, to navigate from one point on the ground to another point while dismounted using a lensatic compass during day and night. Students will take a performance examination where they must find a minimum of three of four points to graduate from WLC.
W227, Situational Training Exercise	Soldiers will participate in an end-of-course situational training exercise. SGLs will assign students to leadership positions where they will lead a section/squad. SGLs will evaluate the students in their leadership abilities and on how they use their troop-leading procedures and other leader skills they learned in the course.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
W228, Tactical Operations Reports	This lesson teaches the student the format and use of the SPOTREP, Situational Report (SITREP), Unexploded Ordinance (UXO) Report, and the Call for Fire/Adjust Indirect Fire reports. The student will utilize the reports during the situational training exercise at the end of the course.
W229, React to Possible Improvised Explosive Device	This lesson provides the students with a base of knowledge of improvised explosive devices (IED); how they are made, employed, and the action to take when a Soldier finds a possible IED, to include reporting the find using the UXO report.
W230, Casualty Evacuation	This lesson covers the basic fundamental procedures Soldiers must follow to rescue, plan, and assist with the safe, effective evacuation of injured and wounded Soldiers on the battlefield. Students will learn that the basic principle of first aid is to evaluate the casualty's injuries and administer first aid before moving them.
S201, Study Hall	Study hall provides students time to adequately study and prepare for the next day's lessons. It allows an SGL to recognize and assist students in correcting poor study habits. Students who require remedial training are allowed time to receive assistance from peers and the SGL.
S202, Training Support Activities	The commandant uses these hours at his discretion for retraining/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness retesting and sustainment, and other non-program of instruction (POI) hours that require instructor contact hours (ICH).
S203, Student Counseling	SGLs use these hours for reception and integration counseling, mid course counseling, end-of-course and additional counseling as required.

**WLC Course
Map**

1. Commandants are the masters of their training schedules. However, there are certain lessons that NCOAs must teach in order. See below.

2. Teach the following TSPs in the order shown below: Note: PE = Performance Exam, WE = Written Examination.

LDRSHIP TSPs	Exam	WARFIGHTER TSPs	Exam
L231	NA	W221	PE
L232	NA	W222	PE
T221	PE	W223	PE
T222	PE	W224	PE
L221	WE01	W225	PE
L222	WE01	W226	PE
L223	WE01	W228	PE
L224	WE01	W229	PE
L225	WE01	W230	PE
L226	WE01	W227	PE
L228	WE01		
L234	WE01		

3. The following TSPs do not require any specific order of instruction. Some are not testable, while others require a Performance Evaluation. NCOAs must also teach them prior to W227.

TSP	Exam
L230	NA
L233	NA
L235	NA
T224	PE
T226	NA

**WLC Course
Map,
cont**

The following tables contain a TSP peacetime training sequence. NCOAs may vary from this sequence; however, they must ensure they teach the requisite TSPs prior to testing students. See TSPs for prerequisite lessons. Below by the times, (s) = Small Group, (p) = Performance Exercise, (t) = Performance test. WE = Written Exam, * = Footnote (See footnotes on next page)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
A201 8.0	A201 1.0	A201 APFT 3.0	T224 1.0	T224 1.0	T224 1.0
S203 2.0	L232 2.0	L221 5.0	L222 4.0	L228 5.0	L234 4.0
S201 1.0	L230 2.0	S201 1.0	L230 2.0	L235 2.0	L233 2.0
L231 1.0	T224 3.0		S201 1.0	S201 1.0	S201 1.0
	S201 1.0				
12.0	9.0	9.0	8.0	9.0	8.0
DAY 7	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0	T224 1.0	T224 1.0	T224 1.0	T224 1.0	T224 1.0
WOE1 2.5	T223 6.0	T223 4.0	S202 4.0	W221 3.5	W221 4.5
T222 2.0	S202 3.0	T226 2.0	W221 5.0	W222 4.0	W223 3.0
T223 2.0	S201 1.0	S201 1.0	S201 1.0	S202 1.0	S201 1.0
S201 1.0					
8.5	11.0	8.0	11.0	9.5	9.5
DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	DAY 18
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0	T224 1.0	Prep for STX 12.0	W226 10.5	W226 4.0	W223 3.0
W224 2.0	W226 1.5	Deploy to STX site			W224 2.0
W225 2.0	W229 1.0				W225* 4.0
W228 2.0	W230 2.0			S202 5.0	
S201 1.0	S203 3.0				
	S201 1.0				
8.0	9.5	12.0	10.5	9.0	9.0
DAY 19	DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
W225 5.0	W227 16.0	W227 16.0(p)	W227 16.0(p)	W227 16.0(p)	W227 16.0(p)
W230 1.0					
S203 3.0					
9.0	16.0	16.0	16.0	16.0	16.0
DAY 25	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
W227 16.0(t)	Rtn to Garrison	S203 3.0	A202 3.0	S202 8.0	A204 2.0
	Recovery	S202* 9.0			
	S203 3.0		S202 5.0		
16.0	12.0	12.0	8.0	8.0	2.0

*See Footnotes on following page.

**Footnotes to
WLC Course
Map (Active
Component)**

DAY 1: A201 in processing time (may not take up to nine hours).
S203 initial counseling may take place during the same hours as in-processing.

DAY 7: WOE1 is the only written examination.

DAY 8, 10, 17 and 26: S202 use this time for students who require remedial retraining and retesting.

DAY 14 and 19: S203 may conduct mid-term counseling.

DAT 27, 28 and 29: Recovery and turn-in of equipment..

DAY 26 and 27: S203 end-of-course counseling..

DAY 30: Graduation

**Army Lessons
Learned**

1. Once a week SGL's will review the Center for Army Lessons Learned (CALL) website, <http://call.army.mil>, for current lessons learned and current events that pertain to the lessons learned.
 2. SGLs will generate a discussion form the information gathered from the CALL website with the group, not to exceed 15 minutes.
-

CHAPTER 2

Instructor to Student Ratio

NCOAs must maintain a 1:6-12 instructor-to-student ratio. Group sizes per **classroom** shall not exceed 2:24 (all hands-on and performance training remains at the 1:6-12 ratio). A ratio of more than 1:6-12 requires an exception to policy from USASMA unless TRADOC or higher authority dictates differently in message format.

(REF: TR 350-10, Chap 3, para 2-13c)

Class Size

Class sizes may vary due to capacity and training requirements. Commandants must request an exception to policy for less than minimum of their approved class size or exceeding their optimum class size from USASMA.

Method of Instruction

1. The 1:6-12 instructor-to-student ratio facilitates successful training using small group instruction (SGI) for which USASMA designed this course.
 2. Small group instruction shifts the teaching methodology from “what to think” to “how to think” and places the learning responsibility on the student through group participation. This approach creates an atmosphere whereby the students can exchange ideas on any subject and use collective reasoning to solve problems. The small group process fosters team building and provides training reinforcement based on a wide range of backgrounds and professional experience. **Do not** use WLC students as instructors. Exception: Students will instruct their required tasks assigned to them as their practical exercise and performance test required of them in the training support package T223, Training the Force.
 3. NCOAs will divide the students into their assigned groups upon arrival at the course. The groups will stay together as a group throughout the course. SGLs will ensure their students serve in a variety of different leadership positions. As a student leader, students will lead, train, and care for the other members of the group. SGLs will critique and counsel student leaders by pointing out the students’ leadership techniques, ideas, and principles that apply to the various situations that confronts the student. The small group leader assigned to a group remains with that group throughout the course.
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Method of Instruction,
continued

4. WLC SGLs conduct training in a challenging, live-in (within local constraints), leadership intensive NCOA environment that reinforces leadership and professional skills as part of the students' academic training and daily routine. The NCOA cadre will teach and demonstrate the standards of leadership, training, technical and tactical competence, and overall professionalism that the NCO Corps throughout the Army must maintain. Everything the students observe in an NCOA should set the example of how to conduct activities in their unit and the Army. Students initially learn to be NCOs at the appropriate skill level by observing cadre role models and performing the job to standard in an NCOA under the mentorship of NCOs.

5. NCOAs will billet students as outlined in TR 350-10, Chap 2, para 2-5.

(REF: TR 350-10, Chap 2, para 2-5, 2-13 and Chap 5, para 5-10)

Leadership Assessment/ Development and Evaluation

The developmental counseling process satisfies this requirement; see Appendix E, this CMP.

(REF: TR 350-10, para 2-20)

Instructor Certification Program

There is probably no more important task for a commandant than selecting SGLs. The SGLs' role as mentors requires them to be there for their students. It requires the highest level of dedication and devotion to duty. Commandants can find the instructor certification program on the USASMA Website. See appendix H for instructions.

Student Academic Records

1. The commandant is responsible for ensuring the posting of all student input/output data to ATRRS within four working days of the course start date and completion date.

2. The NCOA will maintain individual records for each student for 12 months containing the following documents:

- a. The enrollment application for ATRRS.
- b. The attachment order, if prepared.
- c. A copy of the preexecution checklist with appropriate signatures.
- d. All test scores.
- e. All student leadership evaluations.
- f. All developmental counseling, to include initial, performance, leadership, and end-of-course evaluations.

**Student
Academic
Records,
continued**

- g. Copy of course completion, DA Form 1059.
- h. Any other correspondence referencing the Soldier, e.g., drop packet.
- i. DA Form 705 (maintained for professional development courses and selected functional courses).
- j. DA Form 3349 with MMRB results (if applicable).

3. Test control officers (TCOs) will separately retain test answer sheets and associated student papers until course completion. Upon course completion, TCOs will destroy them. TCOs will retain the answer sheets of nongraduate and early release students and stored them separately from the graduate students' attendance records files for 24 months before destruction.

4. After the 12-month record retention period, remove the DA Form 1059 from the individual records and keep on file IAW AR 25-400-2, FN 351-1f. Destroy supporting documentation at this time.

(REF: TR 350-10, Chap 2, para 2-8c and TR 350-18, Chap 3-28b)

**Service School
Academic
Evaluation
Report (AER)**

Academies must prepare a Service School Academic Evaluation Report (AER), DA Form 1059, for each student upon successful completion or up to the point of disenrollment from the course or phase. Do **NOT** issue an AER to a student who does not attend the course. See Appendix E, this CMP, for form completion instructions.

**Student
Recognition**

NCOAs will present all students meeting course graduation requirements a training proponent diploma. Diplomas--as a minimum--must contain the student's full name, grade, complete course title, course identification number, and beginning and completion dates.

(REF: TRADOC Reg 350-18, Chap 3, para 3-31 and Appendix E, this CMP)

**Student
Academic
Deficiency/
Dismissal**

1. When a commandant denies enrollment to a student, dismisses the student, or the student fails to complete the course successfully, the commandant must provide written notice to the student's commander.

2. Commandants may remove students from WLC before course completion for any one or a combination of the following:

- a. Academic deficiencies or disciplinary reasons.
-

**Student
Academic
Deficiency/
Dismissal,
cont**

- b. Lack of motivation (apathy).
- c. Illness, injury, compassionate, or other reasons beyond the student's control (made without prejudice and requires a written notice informing the unit that the Soldier may reenroll as soon as convenient).

3. Commandants must follow the procedures outlined in AR 350-1, para 3-18, dated 9 Apr 03 when considering the elimination of a Soldier for motivational, disciplinary, or academic reasons, and the NCOA has adequately documented the reasons for the elimination action.

4. Soldiers previously eliminated from WLC and allowed to reenroll must start at the beginning of the course.

5. Soldiers disenrolled from WLC for academic deficiency may apply to reenter the course when both the unit commander and the school commandant determine that the student is ready to complete the course.

(REF: AR 350-1, para 3-18.)

**Student End of
Course Critique**

1. Each student must complete and submit an end-of-course critique (EOCC) questionnaire. See Appendix D.
2. Commandants must consolidate those questions that pertain to courseware discrepancies and forward them to the Chief of WLC for review.

**Academic
Report of
Training**

NCOAs must--

- Complete the academic report of training (ART) upon completion of each WLC class and provide the electronic version via Email, NLT one week after completion of each class.
 - Ensure the quotas, seats reserved, input/enrolled, and graduation numbers on the ART match ATRRS prior to sending in the ART.
-

CHAPTER 3

SGL Overview	<p>The small group process of instruction differs from the traditional platform method. The small group process revolves around active student participation.</p>
SGL Responsibilities	<p>The TSP includes everything the small group leader (SGL) needs to present the lesson. The SGL does not need to develop additional material. SGLs must read and study the TSPs to become familiar with the content well enough to teach it, rather than read it to the students. The more comfortable the SGL is with the material, the better his presentation skills. The key to presenting effective quality instruction in the small group process is thorough preparation. Experience shows that the SGLs who devote time to preparing a lesson present excellent instruction. The SGL must--</p> <ul style="list-style-type: none"> • Understand the contents: the training support package (TSP), advance sheet, and practical exercises (PEs), and know how to use them during the course of the lesson. • Know the time requirements in the TSP and manage time in order to teach to the terminal learning objective (TLO) standard. • Prepare the visual graphic training aids (VGTs). • Test in advance all classroom equipment and material used in the classroom to ensure they are in working order and up-to-date. • Know how to ask questions that stimulate class discussion and encourage the small group process. • Rehearse the lesson by presenting it to a fellow SGL. • Ensure students have the required material and equipment prior to the lesson.
Lesson Presentation	<p>The WLC concept of instruction revolves around student participation during the TSP presentation. USASMA prepares the TSP in a question and answer format to generate the discussion needed to make the small group method effective. By following the TSP, the SGL will effectively present the lesson, allowing the students to participate and ensuring the students learn the objectives. SGLs must keep in mind the following points when presenting the lesson:</p> <ul style="list-style-type: none"> • Get the students' attention immediately by properly introducing the TSP. • Involve the students in the class by asking effective questions. • Do not read the TSP to the students--teach it to them.

**Lesson
Presentation,
continued**

- Keep the TSP flowing and meet the time requirements.
 - Do not abruptly cut off a student making a valid point.
 - Periodically summarize the TSP and conduct the checks on learning to ensure all the students understand the TSP up to that point.
 - Stay focused on the TSP, especially the TLO, ELOs, and LS/As.
 - Empower SGLs to incorporate COE and lessons learned into the classroom discussion.
 - Keep the TSP positive and keep all the students involved in the small group process.
 - During practical exercises, allow the students to discuss the solution and learn from the exercise. Have them give any personal experiences that may relate to the exercise.
 - Conclude by summarizing and conducting a check on learning to allow the students a better opportunity to understand the lesson.
-

Study Hall

1. Study hall is very important and is mandatory for all students. The SGL must allow the students to prepare just as he prepares himself for the next day's class. Students must study the required TSP material prior to its presentation. The Advance Sheet (Appendix D) in the TSP lists the requirements for student preparation. In addition, commandants will provide remedial training to any student failing to meet performance standards on any written or performance test. NCOAs should have enough SGLs present to ensure that each student receives needed assistance. Proper supervision is a judgment call reserved for the commandant. The training schedule will reflect the times for study hall and remedial training outside normal POI time.
 2. The POI allots a maximum of 26 hours for study hall. USASMA and the NCOA commandants determined this to be the optimum number of hours to ensure even the weakest students have adequate study time. **However, commandants have the authority to end or extend study hall hours as required by an entry into the NCOA SOP.** SGLs determine when students have completed their study requirements. At a minimum, NCOAs will schedule remedial training after each written or performance evaluation and prior to retesting. NCOAs may schedule the remedial training times during the same time they schedule normal study hall for the remaining students.
 3. Many students have study problems that may vary from slow reading and comprehension difficulties to poor study habits. SGLs must identify which students have these problems and take measures to remedy them.
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**Study Hall,
continued**

-
4. The following are some tips to help the SGL improve the study habits and learning ability of his students.
 - a. Know the students--as individuals--in order to better understand their particular problems.
 - b. Help the slow readers by showing patience and understanding their problems.
 - c. Seek help from the students who know how to study by pairing them up with the slow learners. Peer help is a great team builder.
 - d. Help the students organize their material by showing them how to outline and take notes.
 - e. Ensure the students understand the TSP by having them paraphrase certain material back to the SGL.
 - f. Show students with problems the TSP; this may help them better comprehend and understand the material. Students may also access the TSP on the USASMA Website:
https://www.bliss.army.mil/usasma/WLC1/ac_courseware.htm.
 - g. Build confidence in the students with problems by actively involving them in the small group process.
 5. Nothing helps a problem student more than a caring SGL who takes time to help that student learn and understand the course material. Good SGLs do everything within their ability to help their students learn.
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**Class
Management/
Environment**

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1. Commandants must ensure that all SGLs exercise proper class management in order to create an environment conducive to learning. SGLs can successfully manage their classes by understanding two elements: 1) the physical environment of the classroom and 2) effective class management.
 2. The following are some of the important physical environmental and effective class management aspects SGLs should keep in mind--
 - a. Lighting. Correct lighting plays a major role in the student's comprehension of the lesson. Inadequate lighting can sabotage the small group process.
 - b. Temperature. SGLs should ensure that the classroom is neither too hot nor too cool and has proper ventilation.
 - c. Seating. Arrange student seating in a horseshoe configuration so the students can see each other. This supports participation in small group discussion and allows the students to interact with one another and the SGL.
 - d. Noise. The SGL must eliminate or reduce noises that interfere with the learning process.
-

**Class
Management/
Environment,
continued**

- e. Classroom equipment. Multimedia equipment, viewgraphs, and training aids must not obstruct or distract training, and the equipment must be serviceable.
 - f. Prior to class, post a copy of the training schedule and student evaluation plan (SEP), located in Appendix C of this CMP, as a reference for students and visitors.
 - g. The use of nameplates helps identify students and assists in facilitating the small group process.
 - h. Keep the classroom prepared, neat, orderly, and clean. This creates an atmosphere conducive to the learning process.
-

**Training
Schedules**

- 1. Training schedules must reflect all required POI subjects and other activities that affect students, hours of instruction, sufficient information and time to prepare for training, and any remedial training/retesting required for that day of training.
 - 2. NCOAs should use the training schedule in Chapter 1, page 1-12, to set their training schedules. The TSPs are in an order that ensures the proper sequencing of the TSPs. Commandants may vary in their training schedules; however, they must ensure that the NCOA does not teach a TSP out of sequence.
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Discipline

- 1. SGLs are the key to classroom discipline. Discipline must not interfere with the learning process. Guidance prohibits SGLs from using demerit systems, harassment, or similar techniques to enforce discipline in the classroom. This is not to say that discipline does not have a place in the classroom. The most successful SGL is the one who finds the middle ground between too much and too little discipline.
 - 2. SGLs must treat students as they would treat subordinate NCOs in a unit. The key to remember is that Soldiers learn better when the SGL treats them with professionalism and respect. The SGL who maintains his professionalism and treats his students like fellow NCOs will successfully manage his class and maintain the proper level of discipline.
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CHAPTER 4

Lesson Composition

1. This chapter outlines the components in the TSP used to conduct WLC instruction. Each lesson in WLC consists of a TSP which may, or may not, contain all of the following components:
 - a. **Cover Page.** Cover page gives the title of the TSP.
 - b. **Table of Contents (TC).** The TC lists the TLO/ELOs and page numbers of various components of the TSP.
 - c. **Section I, Administrative Data.** Provides instructions and guidance to the academy and SGLs. It lists the tasks taught, supported or reinforced, hours by type of instruction, test and review information, prerequisite TSPs, foreign disclosure statement (FD) and clearance requirements, SGL/student requirements, personnel and equipment requirements, and materials and facilities.
 - d. **Section II, Introduction.** This section begins with a brief motivator designed to “grab” the students’ attention. Following this are the TLO, safety requirements, risk assessment, environmental considerations, and evaluation requirements. This section ends with a short lead-in to the lesson.
 - e. **Section III, Presentation.** The SGL uses this section to present the TSP to the students. This section includes each ELO or Learning Step/Activities (LS/A). The LS/A lists the time required to perform the activity, technique of delivery, SGL to student ratio, media, and reference. An LS/A may be a conference, PE, TVT, guest speaker, etc. This section of the TSP contains the narrative that the SGL uses to present the lesson. It is in text discussion and question and answer format, and contains instructor notes that guide the SGL in covering the key points of the TSP. This section indicates when to use viewgraphs (VGTs) and other training aids in support of the instruction. The SGL may add his own experiences, lessons learned, thoughts, and questions while presenting the TSP to help the students understand the material better.
 - f. **Section IV, Summary.** This section summarizes the lesson and provides a transition statement leading to the next lesson--if appropriate.
 - g. **Section V, Student Evaluation.** This explains the type of test and evaluation the students will receive.
 - h. **Appendix A.** Contains the facsimiles of the VGTs used in the presentation of training. These are visual graphic training aids to help students grasp key points of a lesson. USASMA includes full-size
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**Lesson
Composition,
cont**

powerpoint slides for use by academies as black and white copies to produce the actual transparencies or for multimedia-based presentations in the lessons. NCOAs may not alter the VGTs' text; however, NCOAs may add their logos, etc.

- i. **Appendix B.** USASMA does not attach any written examinations to a TSP, only performance evaluations. USASMA post written examinations on the USASMA website as a separate component to the test control officer (TCO).
 - j. **Appendix C.** Contains all practical exercises (PE) and solutions to the practical exercises (SPEs). A PE reinforces the training through application. PEs allow the SGL to evaluate how well the students learned the lesson material. PEs may take the form of role-playing or a question and answer evaluation. PEs contain a school solution--in most instances--the students can use to compare to the PE they completed.
 - k. **Appendix D.**
 - (1) Contains all student handouts (SHs) and may consist of maps, doctrinal extracts, or similar items the student may need to complete the TSP requirements. It also contains the student advance sheet that provides the student an overview of the TSP, TLO, ELOs, reading assignments, and special instructions for the student. NCOAs normally issue Appendix D during inprocessing but definitely prior to presentation of the training. USASMA recommends that the student receive his student handouts at inprocessing.
 - (2) The student handouts will replace the majority of the ARs, FMs, TCs, etc., used in developing the TSPs.
2. Most of the student handouts that contain extracts from doctrinal publications have the label "**RECOVERABLE**." However, the decision to use this label is up to the commandants' discretion. USASMA only recommends this in the interest of saving printing and shipping costs.
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CHAPTER 5

Control Procedures for Student Measurement Instruments (Tests)

For proper control procedures for student measurement instruments (tests), Commandants must--

- a. Provide proper command supervision of student test instruments.
- b. Provide sufficient personnel and adequate facilities for administration of student test instruments.
- c. Appoint a test control officer (TCO) and alternate test control officers (ATCOs) as required, for prompt compliance with student testing requirements.
- d. Ensure effective safeguarding of student test instruments from loss or compromise.
- e. Take immediate corrective action in the event of loss or compromise.
- f. Direct students and cadre to report to the staff and faculty of the test administering activity any situation regarding any possible or known loss, disclosure, or compromise of a test instrument.
- g. Ensure all personnel who handle sensitive test material have an absolute need to know and are responsible for limiting access of test material to others without a need to know.

NOTE: Refer to The USASMA homepage at

<https://www.bliss.army.mil/secure/militarycontract/usasmilitarycontract/pdf/QAO> for for specific procedures referring to test control and test administration. NCOAs can find an example of a test control SOP at <https://www.bliss.army.mil/secure/militarycontract/usasmilitarycontract/pdf/QAO>. It is the SOP that the QAO will use to see if you are conducting your test control properly.

(REF: TRADOC Test Policy and Procedures Memorandum and Enclosures, 6 Oct 01) and

<https://www.bliss.army.mil/secure/militarycontract/usasmilitarycontract/pdf/QAO>.

Test Control Officer (TCO) and ATCO Requirements

Commandants must officially appoint or relieve the TCO and ATCOs in writing, and mailed, faxed, or emailed to the USASMA WLC Section at the address listed in the front of this CMP, or faxed to (915) 568-8337, DSN 978-8337.

Exam Advance Sheets

During inprocessing, NCOAs will provide the students with the advance sheets (Appendix C) for each examination. The advance sheets inform the student which lessons the TSP trains, what areas the examination evaluates, and the references or student handouts each examination requires.

Practice Exams	<ul style="list-style-type: none">• Commandants have the option to design a practice written examination.• Time to give the practice examinations will come from S202, Training Support Activity Hours.• NCOAs will not use questions from the USASMA examinations on the practice examinations.• Practice examinations must be similar to the actual examinations to provide the students with an idea of what to expect from the actual examinations.• Practice examinations are not a test control item. SGLs may maintain practice exams.
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Testing Out	<ol style="list-style-type: none">1. Commandants, at their own discretion, may choose to allow students to test out on the following lessons during their performance of the PE or Rehearsal:<ol style="list-style-type: none">a. W226, Land Navigation. (TAG-6)b. T223, Training the Force. (TAG-5)c. T224, Physical Fitness. (TAG-3)2. See individual TAGS for specific guidance.3. Students have the option to take the performance examinations even if they test out during the performance practical exercise if they feel they could receive a higher score for class standing purposes. However, if a Soldier does test out during the performance practical exercise and fails the performance examination, then the Soldier will receive remedial training and retest.
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Open-Book Written Exams	<ol style="list-style-type: none">1. All examinations are open-book requiring the students to apply knowledge to solve problems in an environment that simulates the Soldiers' duty positions.2. Allow students to use any reference material available to them during the examination, for example: student handouts, publications issued for the course, personal notes, calculators, and computers. This is subject to the following restrictions:<p>NOTE: Items a and b below are at the discretion of the commandant.</p><ol style="list-style-type: none">a. Students must not damage recoverable publications (PUB). Meaning, students will <u>NOT</u> tab, fold, crease, highlight, or write on pages of
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**Open-Book
Written Exams,
cont**

- RECOVERABLE** PUB. They may, however, tab recoverable reference material with a nonpermanent adhesive tab, such as a Post-it, that will not mark or damage the PUB.
- b. Students may highlight and make marginal notes only on **NON-RECOVERABLE** reference material.
 - c. Students may use computers issued by the NCOA that have references stored on the computer. Computers must not be able to communicate with other student computers.
 - d. Students may **NOT** have cell phones or beepers in their possession while testing.
3. All material used during the examination must be the student's own or material the NCOA issued for the individual student's use.
4. The intent is to ensure students know the lesson material, know how to research, and know how to find the correct answer.
-

**Exam
Development**

1. USASMA provides one digital copy of the Examination Test Booklets and Solutions, Versions A, B, and C, to the TCO separate from other course material for security purposes. The TCO must locally reproduce required additional copies. Written Examination Booklets 1 and 2 contain 40-questions, and Booklet 3 contains 20-questions.
 2. To ensure standardization, use **ONLY** the examination test booklets and solutions provided by USASMA.
 3. Commandants may--at their discretion--alternate test versions. All versions test a student's knowledge on the same ELOs but with different questions.
 4. To provide effective control of test versions, TRADOC Test Measurement SOP recommends that TCOs print a sufficient amount of test version booklets for the projected class size plus a surplus established by the commandant for unanticipated walk-ons.
-

**Exam Answer
Sheets**

1. Commandants have the option to use the most readily available examination answer sheets. NCOAs may have the answer sheet either commercially or locally produced. Commercially produced mark-sense answer sheets have an advantage over locally produced sheets because machine or manual answer keys make grading faster and more accurate.
 2. The answer sheet will usually not have information blocks that apply to WLC. See Appendix A, Test Administrative Guidance (TAG-1), this CMP, for required entries.
 3. NCOAs will develop an answer key for each examination version and identify it accordingly.
-

**Scheduling
Written Exams**

Based on the course map, suggest the following day for administering Written Exam--

- a. Written Examination I on approximately day 7.
-

**Evaluating
Results of
Written Exam
and
Performance
Tests**

1. To receive a passing score, students must score at least 70 percent or higher on each written examination. Written examinations I and II have 25 test questions. This means each question has a value of four points. On a 25-question exam, the student must answer 18-questions or more correctly to receive a passing score. Missing 8 or more questions results in a failing score.
 2. Written Examination III has 20-questions. This means each question has a value of 5 points. The student must answer 14 or more questions correctly to receive a passing score. Missing 7 or more questions results in a failing score.
 3. In addition to the written examinations, students must successfully complete performance tests to meet course graduation requirements in the following areas:
 - a. Army Physical Fitness Test (APFT). (IAW FM 21-20w/C1) (GO).
 - b. Army Physical Fitness Training Performance Evaluation Test (GO).
-

**Evaluating
Results of
Written Exam
and
Performance
Tests**

- c. Individual Training Performance Evaluation Test (GO).
 - d. Land Navigation Performance Evaluation Test (GO).
 - e. Leadership Performance Evaluation Test, Garrison and STX (GO).
4. Students may **NOT** use notes/cue cards during the performance evaluation of 3a above.

(REF: AR 350-1, Chap 3, para 3-18; TR 350-18, Chap 3, para 3-27; and TR 350-10, Chap 2, para 2-9)

**Retest
Procedures**

1. NCOAs will schedule remedial training and retesting for Soldiers who fail any initial written or performance evaluation. NCOAs must reflect the retraining and retesting on the training schedule. NCOAs will retest the students only once using the appropriate test version.
2. Should a student fail the initial APFT, NCOAs will schedule and conduct remedial training and retest one time prior to the end of the course.
3. NCOAs will annotate retest scores in the students' course records along with counseling and remediation documentation. However, students who require and pass a retest will receive the minimum passing score (70 percent) for that event. NCOAs will automatically remove these students from class honors consideration and use the 70 percent score for any type of averaging.
4. If a student receives two failing scores (one initial test and one retest) on any single exam/performance evaluation, the commandant must initiate actions to dismiss the student from the course IAW AR 350-1, Chapter 3, para 3-18.
5. Should a student appeal the dismissal action, and his appeal is successful, the command will issue a second retest. Should the Soldier fail the second retest, then the commandant will dismiss the Soldier.

(REF: AR 350-1, Chap 3, para 3-18 & TR 350-10, Chap 2, para 2-9a and b)

**After Action
Review (AAR)**

1. Conduct an AAR following the written examination in order for students to know what questions they missed and to learn from their mistakes. To conduct a proper AAR, while not compromising the exam, USASMA recommends the following procedure:
 - a. At the beginning of the exam, issue each student a sheet of paper numbered 1-25 or 1-20 with the test booklet and answer sheet.
 - b. Have the students write their names, test serial number, and student numbers on the sheet of paper.
 - c. Tell the students that the sheet of paper is for an AAR that it is not an answer sheet. Tell them that after they complete the examination, to copy their answers from their test answer sheet onto the test review sheet.
 - d. Once the students complete the exam and fill out their review sheets, the students will turn in the test booklet and the test answer sheet to the test examiner.
2. While the TCO/ATCO grades the examinations, the test examiner may begin the AAR. Conduct the AAR by using one test booklet and go over each question and discuss the correct answers with the students. At the conclusion of the AAR, the test examiner will collect all review sheets and turn them into the TCO for destruction.

**Test Item
Analysis**

1. The TCO/ATCO must conduct a test item analysis of the results of each examination to identify any test item discrepancies, such as 40 percent or more of the students failing a particular test item (question). In the event of such a failure rate, the commandant must convene a Test Item Certification Committee (TICC) of no less than three cadre personnel.
 2. The most important aspect of test item analysis is the TICC. If more than 40 percent of the students answer an item incorrectly, the TICC must review the test item for validity based on the following as a minimum:
 - a. Is it a valid test item (grammatically correct with only one correct response)?
 - b. Did review of the TSP ensure the TSP cover the material?
 - c. Did the SGL adequately present the material?
 - d. Was the number of failures spread out among all groups or isolated to one or two groups.
 - e. Does it appear to be a trick question?
 - f. Was the item explicit enough for respondent to easily understand it?
-

**Test Item
Analysis,
continued**

- g. Is the item overly complex (requires several readings for the reader to understand)?
 - h. Are the distracters too closely worded (not easily distinguishable)?
3. Is the question valid or does it need rewriting? If the TICC determines a question is not valid, the TICC then recommends to the commandant to award credit to all students for that test item.
4. The commandant must ensure that DOTD at USASMA receives immediate notification of a test item determined by the TICC to be defective.
-

**Student
Developmental
Counseling,
Test Failures**

Feedback is essential for students to know how they are performing and where they stand in the course. Developmental counseling is one of the most important tools of leader development at WLC. SGLs must use developmental counseling continually on both the positive and negative aspects of their students' performances throughout the course. Identifying the students' strengths, weaknesses, and ways to improve will assist them in successfully completing the course. See Appendixes A and E of this CMP for developmental counseling requirements and forms.

(REF: TR 350-10, Chap 2, para 2-7g)

**Land
Navigation
Course
Construction**

1. The land navigation course will have a minimum of four points and be a self-correcting course. Construct and maintain the land navigation course using the following minimum guidelines:
 - a. Perform a map and ground reconnaissance checking the terrain to determine position stake locations.
 - b. Plot the locations of the position stakes on the appropriate scale map.
 - c. Survey the position stakes and emplace them. Request support from your local engineer or field artillery unit for assistance.
 - d. Certify the course--semiannually as a minimum--by having SMEs negotiate each lane of the course to the same standard established for the students. All assigned or newly assigned SGLs must negotiate the course to the same standard as the students.
 - e. Prepare course requirement sheets.
 - f. Complete a risk assessment of the training area.
-

**Land
Navigation
Course
Construction,**
continued

- g. Ensure that the distance between points will be no less than 600 meters and no more than 800 meters for the course. Ensure that terrain features **DO NOT** extend the length of the legs beyond 800 meters.

NOTE: The NCOA will lay out the points (1, 2, 3, and 4) in order using the directed distances. The testing guidance for the Land Navigation Test allows the students to plot a course that the students feel will get them to their four points in the fastest and shortest ways. This allows the students to study their maps using the skills they learned in the course. Their selected routes may not satisfy the directed distances of 600 to 800 meters between points, but their selected routes are acceptable.

- h. Locate points on prominent terrain features if the local training area permits. Bridges, roads, towers, hilltops, road junctions, etc., are the optimal control points. Place large size silhouettes of personnel, equipment, or markers on the terrain features if not prohibited by local SOP. The intent of this requirement is to make the objective clearly visible. USASMA defines a large size marker as one that is visible to the student from a distance of 50 meters.
- i. Clearly identify boundaries and safety requirements established by local SOPs.
- j. Take measures to ensure that no one compromises the course, such as rotating the types of silhouettes or equipment found at the control points.
- k. Develop a pace-count course and fix post/select points with known azimuths so the students can determine their pace count and verify the accuracy of their compass. The pace-count course should be 300 meters long and laid out over the same terrain as the course. Do not lay out the course on a road.
- l. Place the eight-digit coordinates of the points on the point markers. This will allow the students to check their work to see if they arrived at the correct point. If not, then the students will be able to--
 - (1) Find where they are on the map.
 - (2) Try and determine what they did wrong and make corrections.
 - (3) Plot an azimuth to one of their designated points.

- 2. Develop a local risk/environmental assessment and terrain briefing.
-

**Land
Navigation
Exam Test Out**

At the commandant's discretion, he may choose to allow students to test out on the land navigation examination following the procedures below:

- Students complete the instruction on TSPs W221 and W226.
 - Commandants use the practice land navigation test (PE-2) in W226 as the opportunity for students to try and test out.
 - The land navigation course for PE-2 meets the same standards as the test course as described above.
 - Students meet the requirements of finding three of the four points.
 - Follow the guidance in PE-2 of TSP W226.
-

Local Maps

1. Commandants may substitute 1:25,000 local map sheets for 1:50,000 map sheets for land navigation.
2. See the Test Administrative Guidance (TAG), Appendix A, this CMP for testing guidance.

(REF: FM 3-25.26, Chap 2, para 2-8, Chap 14, para 14-3, and CMP)

1. Each academy will include in their Standard Operating Procedure (SOP) a section on weapons immersion that analysis and designs training based on individual NCOA needs and develop a plan to satisfy these needs.
 2. Weapons immersion involves Soldiers living with their weapons. NCO Academies will provide training that reinforces and focus areas are: Weapon clearing procedures (e.g., when entering/exiting a building or shelter), barrel clearing procedures, muzzle awareness, and individual manual of arms movement. To ensure prevention of accidental discharge, pay particular attention to the butt of the weapon, ensuring it is only on the ground at the position of attention or rest positions at the halt.
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CHAPTER 6

The Army School System (TASS) Institutional SOP

All NCOAs must develop and maintain a unit SOP. The SOP will contain, as a minimum, policy and procedures for--

- a. Verifying student prerequisites.
- b. Ensuring students, faculty, and staff are in compliance with AR 600-9.
- c. Test control and accountability.
- d. Student inprocessing and outprocessing.
- e. Student dismissal and appeal process.
- f. Preparation and distribution of student evaluation plan (SEP) and student guides.
- g. Refresher/remedial training for retesting.
- h. Resource training.
- i. Developmental counseling requirements.
- j. Soldier safety and force protection.
- k. Conducting risk assessment/risk management.
- l. Preventing sexual harassment and enforcing compliance with equal opportunity policies.
- m. Sexual assault and prevention.
- n. Prohibited Soldier relationships/fraternization.
- o. Maintenance of student and SGL records.
- p. Procedures to dismiss students from the course.
- q. Procedures for a referred academic evaluation report (AER).
- r. Environmental compliance.
- s. Weapons immersion.

(REF: TR 350-18, Chap 3, para 3-2; AR 600-20, Chap 4, para 4-15, 4-16; AR 670-1; and TR 385-2, AR 350-1, Chapter 3, para 3-18)

Safety and Force Protection

1. Force protection must be an integral part of the NCOA's mission planning by including risk management (RM) in the decision making process. RM eliminates unnecessary risk to the force and the mission, minimizes fratricide, and avoids accidental injury to Soldiers and damage to equipment. Force protection responsibilities continue around the clock, both on and off duty.

2. Safety in training and training safely are not synonymous. NCOAs will achieve safe training by integrating safety in their planning, development, and conduct of training IAW FM 7-0 and FM 7-1. Leaders must commit to accomplishing missions without unnecessarily jeopardizing lives and equipment. NCOA cadre and students must recognize unsafe behavior while making prudent risks decisions and developing operational processes to minimize hazards.

**Safety and
Force
Protection,**
continued

3. Training safety consists of three interlocking tiers:
 - a. Tier 1. The commander validates soundness of training and evaluates plans for safety and resolving safety issues.
 - b. Tier 2. The first line leader identifies necessary actions by responsible individuals, establishes a system to monitor training safety, and focuses on adherence to standards.
 - c. Tier 3. Individual Soldiers look after themselves and others. They know how to recognize unsafe conditions and acts.

(REF: TR 350-10, Chap 2, para 2-18)

**Risk
Management
(RM)**

1. The CG of TRADOC retains signature approval of EXTREMELY HIGH level training residual risks. The proponent commander or commandant will sign and forward to HQ, TRADOC (ATOS) his or her position on acceptability of EXTREMELY HIGH residual risks. Proponent commanders or commandants have signature authority for HIGH, MEDIUM, and LOW level training risks. They may delegate their signature authority for MEDIUM and LOW level risks.
 2. RM is a five-step process integrated into training decision making to identify and eliminate unnecessary risk by--
 - a. Identifying potential hazards that Soldiers may encounter during mission or task performance.
 - b. Assessing hazards.
 - c. Making risk decisions and developing controls.
 - d. Implementing appropriate controls to reduce or eliminate hazards.
 - e. Supervising mission/task performance to include evaluating performance to adjust as needed and incorporating lessons learned into future actions.
 3. Leader safety training must include progressive and sequential RM and fratricide prevention training.
 4. NCOAs must--
 - a. Adhere to TRADOC's risk acceptance decision authority levels in all training operations.
 - b. Establish course safety standards and integrate safety/caution statements, RM decisions, and fratricide prevention actions into appropriate training documents.
-

**Risk
Management
(RM),
continued**

- c. Post the highest risk assessment level for the current day's training adjacent to the training schedule and a copy in the visitors folder.
- d. Ensure the RM is visible to students during tactical training situations in a centralized location. There is no requirement for maintaining records of the daily risk assessment level.
- e. Ensure during tactical training events that adequate medical personnel, communications equipment, and transportation are readily available. NCOAs may use combat lifesaver certified personnel in lieu of assigned medical personnel.¹

¹ This **DOES NOT** constitute a requirement to train personnel as combat lifesavers. TRADOC does not require this.

(REF: TR 385-2, Chap 4, para 4-3; TR 350-10, Chap 2, para 2-17, and FM 100-14)

**Environmental
Protection and
Stewardship**

- 1. Leaders are the Army's environmental stewards. They have a professional and personal responsibility to--
 - a. Understand and support the environmental program.
 - b. Integrate into every mission the Army's vision to be a national leader in environmental and natural resource stewardship for present and future generations.
- 2. Leaders must use the same five-step RM process for environmental protection and stewardship to identify, eliminate, or reduce environmental risks whenever possible.

(REF: TR 350-10, Chap 2, para 2-19, and TC 5-400)

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Appendix A

Test Administration Guidance (TAG)

This Appendix Contains This appendix contains the items listed in this table--

Item	Pages
Written Test Administration Guidance (TAG) 1	TAG-1-1
Army Physical Fitness Test (APFT) Test Administration Guidance (TAG) 2	TAG-2-1
Army Physical Fitness Training Test Administration Guidance (TAG) 3	TAG-3-1
Army Physical Fitness Performance Test Sheet (T224)	PTS-3-1
Individual Training Test Administration Guidance (TAG) 4	TAG-4-1
Individual Training Performance Test Sheet (T223)	PTS-4-1
Land Navigation Test Administration Guidance (TAG) 5	TAG-5-1
Land Navigation Performance Test Sheet (W226)	PTS-5-1
Demonstrated Leadership Test Administration Guidance (TAG) 6	TAG-6-1
Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet	PTS-6-1
Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet	PTS-6-3
Student Record of Training	SRT-7-1
Performance Step Evaluation Conversion Chart	CC-8-1

NOTE: Testing guidance contained in this appendix takes precedence over instructions in the individual Training Support Package (TSP).

**Test
Administers**

Test administrators will follow the test administration procedures outlined in the USASMA Test Control Procedures found on the USASMA QAO website at
<https://www.bliss.army.mil/usasma/qao/doc/TestControlProcedures.pdf>.

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Written Test Administration Guidance (TAG) 1

WLC FORT NOWHERE NCO ACADEMY	TEST BOOKLET NUMBER:
EXAMINATION:	VERSION:

1. This test booklet contains pages 1 thru _____. Count and check each page now. **DO NOT READ THE QUESTIONS OR STUDY THE EXAMINATION AT THIS TIME.** You are to check the examination booklet for completeness and legibility **ONLY**.

2. **ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN.** You may not communicate with other students, give or receive assistance, make a record of your answers anywhere but on the answer sheet and review sheet provided, or discuss/pass on information about this examination to other students.

3. All questions have only one correct answer. Make all responses clearly and legibly on the answer sheet provided. **DO NOT MARK IN THE TEST BOOKLET.** Ensure that the question number in the booklet corresponds to the question number on the answer sheet. **READ EACH QUESTION CAREFULLY.**

4. You have 2 hours (120 minutes) to complete the exam. Upon completion of the exam, your test examiner will conduct a 30-minute test review of the correct responses. You may not leave this room unless released by the person administering the examination.

5. You received a mark sense form answer sheet with a control number affixed. Complete the identification box with the information IAW the following instructions:

- a. Name (Last Name, First, MI).
- b. Student No.
- c. Date.
- d. Time.
- e. Exam No.
- f. Test examiner's name.
- g. Disregard the number that appears to the right of each question.
- h. Use only a number 2 pencil for entries.
- i. Darken the desired answer block completely. Do not extend the marks outside of the answer block.
- j. If you must erase a mark, do so completely. This will prevent improper scoring of the answer sheet.
- k. Work carefully so as not to make stray pencil marks.
- l. If you have a question during the examination, raise your hand and the test examiner will come to you.

Written Test Administration Guidance (TAG) 1, cont

6. The minimum passing score for this examination is 70 percent. This is a 25-question examination. You must answer 18 or more questions correctly to achieve a passing score. Each question has a weight of four points based on a total weight of 100 percent. A passing score is a graduation requirement. You may take one retest and must retake the entire test.

7. The following tables depict which TSPs you will be tested on for the written exam:

WE01 Exam TSPs		
L221	L228	L234
L230	L235	

8. The following academic ratings apply:

- 0-69 is UNSATISFACTORY.
- 70-89 is SATISFACTORY.
- 90-100 is SUPERIOR.
- Retest is SATISFACTORY with a maximum score of 70 percent.

9. Read each question carefully and place your response in the space provided on the answer sheet.

10. This is an open-book exam. You may use the notes and references cited in the advance sheets.

11. Upon completing the exam, record your answers on the review sheet provided. You will use this during the test review. You will turn in the test booklet and the mark sense form answer sheet to the test examiner upon completion of the exam.

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

CIRCLE OR "X" THE APPROPRIATE WRITTEN EXAM NUMBER:**I****II****III****TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

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ARMY PHYSICAL FITNESS TEST (APFT) TEST ADMINISTRATION GUIDANCE (TAG) 2

APFT Test Administration	Commandants will conduct the APFT IAW Chapter 14 of FM 21-20w/C1. FM 21-20, Chap 14, p 14-19. Maximum score is 300.
---------------------------------	---

APFT Test Requirements	<ul style="list-style-type: none">• Commandants will arrange for students to meet the APFT requirement as an end of course graduation requirement while allowing for one retest prior to graduation.• Soldiers attending WLC with less than 90 days from returning from OIF/OEF are exempt from taking the APFT. Annotate on the DA Form 1059 in the APFT remarks: "GWOT."
-------------------------------	---

Environmental Considerations	Base environmental considerations IAW local SOP and Chapter 12 of FM 21-20w/C1.
-------------------------------------	---

Safety Considerations	Base safety considerations IAW local SOP and Chapter 13 of FM 21-20w/C1.
------------------------------	--

Instructions to Students	<ol style="list-style-type: none">1. Read test instructions to students IAW "Instructions" Chapter 14, FM 21-20w/C1. You may take one retest and must retake the entire test.2. The following academic ratings apply:<ol style="list-style-type: none">a. 0-179 rates UNSATISFACTORY.b. 180-259 rates SATISFACTORY.c. 260-300 rates SUPERIOR.d. Retest is SATISFACTORY with a maximum score of 70.3. Use the following academic ratings for soldiers with permanent profiles:<ol style="list-style-type: none">a. Those soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and use the actual score for each event taken. You must qualify on the 2-mile run or approved alternate aerobic event test.b. Soldiers taking an alternate event for the 2-mile run receiving a GO receive a score for that event equal to the average of the scores for the other two events.
---------------------------------	--

NOTE: See the APFT ACADEMIC CONVERSION CHART at TAG-2-3.
Soldier must score a minimum of 60 in all three events.
(REF: FM 21-20, Chap 14 and DA MSG DAMO-TRI R091624Z Jun 04,
SUBJECT; Changes to NCOES: Availability of common core training/AR
600-9 waiver/attendance with profile / WLC attendance and DIS-ENRO.

APFT ACADEMIC CONVERSION CHART

UNSAT		202	75.50	227	81.75	252	88.00	276	94.00
0-179	69.75	203	75.75	228	82.00	253	88.25	277	94.25
SAT		204	76.00	229	82.25	254	88.50	278	94.50
180	70.00	205	76.25	230	82.50	255	88.75	279	94.75
181	70.25	206	76.50	231	82.75	256	89.00	280	95.00
182	70.50	207	76.75	232	83.00	257	89.25	281	95.25
183	70.75	208	77.00	233	83.25	258	89.50	282	95.50
184	71.00	209	77.25	234	83.50	259	89.75	283	95.75
185	71.25	210	77.50	235	83.75	SUPERIOR		284	96.00
186	71.50	211	77.75	236	84.00	260	90.00	285	96.25
187	71.75	212	78.00	237	84.25	261	90.25	286	96.50
188	72.00	213	78.25	238	84.50	262	90.50	287	96.75
189	72.25	214	78.50	239	84.75	263	90.75	288	97.00
190	72.50	215	78.75	240	85.00	264	91.00	289	97.25
191	72.75	216	79.00	241	85.25	265	91.25	290	97.50
192	73.00	217	79.25	242	85.50	266	91.50	291	97.75
193	73.25	218	79.50	243	85.75	267	91.75	292	98.00
194	73.50	219	79.75	244	86.00	268	92.00	293	98.25
195	73.75	220	80.00	245	86.25	269	92.25	294	98.50
196	74.00	221	80.25	246	86.50	270	92.50	295	98.75
197	74.25	222	80.50	247	86.75	271	92.75	296	99.00
198	74.50	223	80.75	248	87.00	272	93.00	297	99.25
199	74.75	224	81.00	249	87.25	273	93.25	298	99.50
200	75.00	225	81.25	250	87.50	274	93.50	299	99.75
201	75.25	226	81.50	251	87.75	275	93.75	300	100.00

- NOTE:**
1. Soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and use the actual score for each event taken and must qualify on the 2-mile run or approved alternate aerobic event test. (A score of 180 must include all three events score.)
 2. Soldiers taking an alternate event for the 2-mile run and receive a GO will receive a score for that event equal to the average of the scores for the push-up and sit-up events.
 3. The intent is to allow soldiers with a profile the opportunity to compete for honors in the same manner they compete for promotion points.
 4. The above chart has a weight of 100 percent as its basis.
 5. IAW FM 21-20, Chap 14, p 14-19; maximum score is 300 with no extended scale.
 6. There is no academic rating for a soldier exempt from the APFT for GWOT. Therefore, it is not part of the academic averaging.

(REF: AR 600-8-19, Chap 3, para 3-49b(1), and FM 21-20)

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

ARMY PHYSICAL FITNESS TEST (APFT)**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

ARMY PHYSICAL FITNESS TRAINING TEST ADMINISTRATION GUIDANCE (TAG) 3

Overview

1. This performance test measures the student's ability to properly conduct an Army Physical Fitness Training session.
 2. See page CC-8-1, this appendix, for performance step to academic grade conversion chart.
-

Personnel, Equipment, and Materials Required

1. Personnel. Number of students to test: 6-12; Number of evaluators: 1.
 2. Equipment. As required to effectively conduct training assignment.
 3. Materials. Training area large enough to accommodate a 1:6-12 instructor to student ratio for the class size.
-

Instructions to Students

1. You and a fellow classmate must plan the PT session and correctly perform 16 or more of the 23 performance steps to achieve a GO. Although you are leading the PT session with another classmate, your SGL will grade you separately. A GO is a graduation requirement. You have 50 minutes, plus or minus 10 minutes, to complete this performance evaluation test. You may retest one time and must complete the evaluation in its entirety.
 2. You must--
 - a. Form an extended rectangular formation.
 - b. Lead the PT group in warm-up exercises.
 - c. Lead a PT session that includes at least one push-up/sit-up improvement exercise or an aerobic event.
 - d. Conduct a cool-down and reassemble the group into a normal interval formation.
 3. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
-

Instructions to Students, continued	4. You may correct an erroneous command without penalty by using the command of “As you were,” before the command of execution, making the correction, and then continuing. You may <u>NOT</u> use notes or cue cards during the evaluation.
Environmental Considerations	Base environmental considerations IAW local SOP and Chapter 12 of FM 21-20w/C1.
Safety Considerations	Base safety considerations IAW local SOP and Chapter 13 of FM 21-20w/C1. Conduct and brief a risk assessment prior to the start of the physical fitness training session.
Testing Procedures	<p>1. NCOAs will use the following procedural sequence when evaluating two personnel simultaneously during physical fitness training sessions. Academies may use variations based on conditioning activity and local conditions:</p> <ul style="list-style-type: none">a. Trainer 1 (1st Student) takes charge of the element, briefs the risk assessment, and forms it into an extended rectangular formation.b. Trainer 1 puts the formation “At Ease.”c. Trainer 2 (2nd Student) joins Trainer 1 and the element begins the warm-up phase by jogging in place.d. The trainers alternate leading the element through rotations, stretches, and warm-up calisthenics; for example, Trainer 1 conducts neck rotations, and then Trainer 2 conducts arm and shoulder rotations, etc.e. When the warm-up is complete, Trainer 2 returns to the formation and Trainer 1 re-forms the element into a line formation by ordering “Assemble to the right, MARCH.”f. The trainers pair up and conduct whatever conditioning activity they planned. For instance, they can lead ability groups in a run, conduct circuit-training, etc.g. When the conditioning phase is complete, Trainer 2 has the element fall in and places it in an extended rectangular formation.h. Trainer 2 puts the formation “At Ease.”i. Trainer 1 joins Trainer 2, and they alternate leading the element through cool-down stretches. <p>2. When the cool-down is complete, Trainer 1 returns to the formation, and Trainer 2 reforms the element into a line formation by ordering, “Assemble to the right, MARCH.”</p>

Testing Out

1. Commandants have the option to allow students to test out during the PE portion of lesson, as long as the students have completed the first six hours of classroom and demonstration training.
 2. While this lesson allows for two students to conduct the PE and TE at the same time, one student may opt to test out while the other may opt to test at the normal testing time. This is allowable.
-

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Army Physical Fitness Performance Test Sheet (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:		CLASS NO:	
Performance Step		Initial Test Date:		Retest Date:	
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Squad, ATTENTION					
Extend to the left, MARCH					
Arms downward, MOVE					
Left, FACE					
Extend to the left, MARCH					
Arms downward, MOVE					
Right, FACE					
From front to rear, COUNT OFF					
Even numbers to the left, UNCOVER					
CONDUCT WARM-UP:		GO	NO GO	GO	NO GO
Identify each stretching exercise					
Leads group in execution of stretches					
Holds stretch for 10-15 seconds/rotations 5-10 seconds					
Conducts warm-up for 5-7 minutes/focuses on muscles targeted.					
LEAD EXERCISE SESSION:		GO	NO GO	GO	NO GO
Prepared / organized / confident / knowledgeable					
Provides sufficient training intensity					
Avoids extreme formality that emphasizes form over substance					
Avoids long rest periods that interfere with progress					
CONDUCT COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch					
Leads group in execution of each stretch					
Executes stretch for proper length of time (12 sec or more)					
Cool-down performed adequately (5-7 minutes - on muscles used)					
END SESSION::		GO	NO GO	GO	NO GO
Squad, ATTENTION					
Assemble to the right, MARCH					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=78% -6=74% -7=70%		Unsatisfactory -8=65%	
Strength:		Weakness:			
Remarks:					
INITIAL TEST	SGL signature		Student signature		
RE-TEST	SGL signature		Student signature		

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

ARMY PHYSICAL FITNESS TRAINING PERFORMANCE TEST**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

INDIVIDUAL TRAINING TEST ADMINISTRATION GUIDANCE (TAG) 4

Overview

This performance test measures the student's ability to properly conduct a training session. Each student must successfully conduct one graded training session to satisfy the requirements of the TSP, Training the Force (T223).

Instructions to Students

1. During the last hour of instruction, I assigned you an individual task to train to standard. You will--
 - a. Train this task to standard to your fellow soldiers.
 - b. Have 30 minutes to rehearse the training at which time the SGL will provide you feedback.
 - c. Have 30 minutes (plus or minus 10 minutes) to train the task.
 - d. Follow the procedures in FM 7-1 (Battle Focused Training) in the preparation and conduct of the training.
 - e. Need all reference material supplied for this lesson.
 - f. Notify your SGL if you should require additional training aids.
 - g. Conduct and complete a risk management worksheet for the task you train IAW FM 100-14 and brief prior to the start of the training session.
 - h. Conduct an after action review at the end of the training session.
 2. You must correctly perform 14 or more of the 20 performance steps to achieve a GO. A GO is a graduation requirement. You may retest one time and must complete the evaluation in its entirety.
 3. You can figure out your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
 4. Now, I will provide you with the exact time and date you must present your training session.
-

Testing Out	<ol style="list-style-type: none">1. Commandants have the option to allow students to test out during the Rehearsal Portion of Appendix B Lesson T223.2. Students must first complete all classroom instruction and perform all practical exercises.
Personnel, Equipment, and Materials Required	<ol style="list-style-type: none">1. Personnel. Number of students to test: 6-12; number of evaluators: 1.2. Equipment. As required to effectively conduct training assignment.3. Materials. Training area large enough to accommodate a 1:6-12 instructor to student ratio for the class size.
Safety Requirements	Conduct a safety brief prior to the start of the training session. Base your brief on a risk assessment and local SOPs,
Environmental Considerations	Inform students of any known environmental factors they must observe IAW local SOP.
Risk Assessment Level	Low. However, conduct a risk assessment IAW FM 100-14 based on individual tasks assigned.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):					STUDENT NO:		
SGL RANK & NAME:				SQUAD:		CLASS NO:	
INDIVIDUAL TASK:							
Performance Step				Rehearsal Date		Init. Test Date	
RETEST DATE							
PREPARATION FOR TRAINING:				GO	NO GO	GO	NO GO
Task review							
Planned the training							
Trained the assistant instructor / demonstrator if applicable							
Performed site reconnaissance							
Implemented hazard controls							
Issued training plan							
Rehearsed							
Conducted pre-execution checks							
PRESENTATION OF TRAINING:				GO	NO GO	GO	NO GO
Prepared Soldiers for training							
Stated task, conditions, and standards from T&EO							
Briefed risk assessment, safety requirements, environmental conditions							
Demonstrated task to standard from T&EO							
PERFORMANCE OF TRAINING:				GO	NO/GO	GO	NO/GO
Restated conditions and standards							
Evaluated each Soldier's ability to perform task to standard IAW T&EO							
Recorded the results of the training							
CONDUCT OF AAR:				GO	NO/GO	GO	NO/GO
Reviewed the planned training event							
Established what happened							
Determined what was right or wrong							
Determined how to do it better next time							
Conducted or scheduled retraining and re-execution of task to standard							
NO GO RATING TABLE				Score		Score	
Superior -0=100% -1=95% -2=90%		Satisfactory -3=85% -4=80% -5=75% -6=70%		Unsatisfactory -7=65%			
Strength: (Use back of page)				Weakness: (Use back of page)			
REHEARSAL	BUDDY Signature			Student Signature			
INITIAL TEST	SGL Signature			Student Signature			
RETEST	SGL Signature			Student Signature			

Individual Training
Performance Test Sheet (T223), cont

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

ADDITIONAL COMMENTS:

Acknowledgements:

Evaluator's Signature: _____

Student's Signature: _____

RISK MANAGEMENT WORK SHEET

(Appendix A, FM 100-14)

A. Mission or Task:	B. Date/Time Group Begin: End:		C. Date Prepared:		
D. Prepared By: (Rank, Last Name, and Duty Position)					
<u>E. Task</u>	F. Identify Hazards	G. Assess Hazards	<u>H. Develop Controls</u>	I. Determine Residual Risk	J. Implement Controls (How To)
K. Determine overall mission/task risk level after controls are implemented (circle one) <div style="display: flex; justify-content: space-around;"> LOW (L) MODERATE (M) HIGH (H) EXTREMELY HIGH (E) </div>					

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

INDIVIDUAL TRAINING PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

LAND NAVIGATION TEST ADMINISTRATION GUIDANCE (TAG) 5

Evaluation

NOTE: Commandants may schedule the **performance examination** where they deem appropriate; for example, prior to the STX, immediately following instruction of W222, W223, W224, W225, W226, W228 and W229 during the STX, or following the STX. If commandants schedule the examination during the STX, ensure you add enough time to the STX to cover the testing, retraining, and retesting.

The student must plot his four given points and must find three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent or a “GO.” (Plotting the four given points is part of the three hour examination.)

NOTE: NCOAs will allow an additional 15 minutes of time for soldiers to arrive at a central rally point for those NCOAs that do not utilize the fourth point as their rally point.

NOTE: Some students may be able to plot the course well enough to identify a closer point and go there first to save time. Do not penalize those students as long as they identify the correct points.

Grading

Grade the students in the following manner:

- When the three hours begin, students begin plotting and then set out on the course.
 - When the student finds the **LAST** point, the time ends. (See note above concerning 15 minutes of additional time.
 - Students that locate three or more points correctly score a GO.
 - Students that locate less than three points score a NO GO.
-

Testing Out

At the commandant’s discretion, he may choose to allow students to test out on the land navigation examination following the procedures below:

- Students complete the instruction on TSPs W221 and W226.
 - Commandants use the practice land navigation test (PE-2) in W226 as the opportunity for students to try and test out.
 - The land navigation course for PE-2 meets the same standards as the test course in Chapter 5.
-

Testing Out, continued	<ul style="list-style-type: none">• Students meet the requirements of finding three of the four points.• Follow the guidance in PE-2 of TSP W226.
Administrative Time	<p>Allow a total of 50 minutes to accomplish the following: (Do not include the 50 minutes as part of the 3 hours to conduct the examination.)</p> <ul style="list-style-type: none">• Briefing risk assessment and safety.• Checking equipment and verifying pace count.• Verifying compass accuracy.• Collecting performance evaluation test sheets.• Grading student scorecards.• Accounting for all personnel.• Conducting the AAR.
Safety Requirements	<ol style="list-style-type: none">1. IAW local SOP and risk assessment level.2. Ensure adequate medical personnel or combat life saver qualified personnel, communications equipment, and transportation are readily available.
Environmental Considerations	<p>Inform students of any known environmental factors they must observe.</p>
Risk Assessment Level	<p>Low. However, conduct risk assessment IAW FM 100-14 for local area hazards and climatic conditions.</p>
Personnel, Equipment, and Materials Required	<ol style="list-style-type: none">1. Personnel. Number of students to test: 6-12; number of evaluators: 1.2. Equipment (one per individual) unless otherwise indicated--<ol style="list-style-type: none">a. Lensatic compass.b. Map sheet with grid coordinates and distance to points.c. Land navigation performance test sheet in a document protector (with course boundaries annotated).d. Coordinate scale and protractor, GTA 5-2-12.e. Pencil or marker.f. Paper (two sheets per individual).

**Personnel,
Equipment, and
Materials
Required**

- g. Kevlar helmet, load carrying equipment (LCE), or authorized issued equivalent, with two canteens of water.
- h. Notes and any other equipment IAW NCOA SOP.

3. Materials. Training area large enough to accommodate a 1:6-12 instructor to student ratio for the class size. See page CC-8-1, this appendix, for performance step to academic grade conversion chart.

**Instructions to
Students**

1. Welcome to the land navigation course. Today you will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course tests your ability to apply fundamental map reading and land navigation techniques.

2. You must plot four points on your map and locate at least three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent and a GO. A GO is a graduation requirement. You may retest one time and must complete the evaluation in its entirety. (**Note:** If the NCOA utilizes a rally point separate from the fourth point, you will receive an additional 15 minutes in order to arrive at the rally point).

3. Each of you received your coordinates and distance to four points. **When the time starts**, you may plot each of your points on the map, then double check that you correctly plotted the coordinates. (Plotting is part of the 3 hour examination.)

4. Choose the best route that leads you to each point. Remember to check the type of terrain on the map that you must traverse. The shortest route may not always be the best. Watch for hills, streams, or valleys, which will make your travel difficult. Once you choose a route of travel, determine your grid azimuth to the points.

5. **DO NOT FORGET TO CONVERT YOUR GRID AZIMUTHS TO MAGNETIC AZIMUTHS** and compute your pace count for the distance. (Suggest that you determine the data from the start point to the first point. Once you have found the first point, then determine the data to the second point. This will prevent you from mixing up the data to the different points.)

6. When you arrive at your point, check your coordinate on your worksheet with the coordinate marked on the point. If they do not match, you must make the appropriate actions (find where you are on the map and re-plot) and continue with the test.

**Instructions to
Students,**
continued

7. Brief the following based on local requirements:
 - a. Course boundaries.
 - b. Safety precautions.
 - c. Evaluation termination time.
 - d. Environmental considerations.
 - e. Identification of course control points and markers.
 - f. Procedures for evacuation of injured personnel.
 - g. Heat or cold injury precautions.
 - h. Reporting of hazards (fire, safety).
 - i. Location of turn-in point for scorecard (rally point).
 - j. Distress signal.
 - k. End of time signal.
 8. As you negotiate the course, you may avoid costly mistakes by following these simple rules:
 - a. **DO** adhere strictly to safety precautions and course boundaries.
 - b. **DO** check all work carefully.
 - c. **DO** use all time wisely.
 - d. **DO** recheck all work before you turn in your scorecard.
 - e. **DO** be constantly aware of your surroundings.
 - f. **DO NOT** take short cuts.
 - g. **DO NOT** rush.
 9. Remind students of the effect that certain metals have on a lensatic compass. Doctrine suggests the following distances to ensure proper functioning of a lensatic compass:

a. High-tension power lines	55 meters.
b. Field gun, truck, or tank	18 meters.
c. Telegraph/telephone or barbed wire	10 meters.
d. Machine gun	2 meters.
e. Steel helmet or rifle	1/2 meter.
 10. Inspect your compass to ensure--
 - a. The floating dial containing the magnetic needles does not stick.
 - b. The sighting wire is straight.
 - c. The glass and crystal parts are not broken.
 - d. The numbers on the dial are readable.
-

**Instructions to
Students,**
continued

11. **Warn** students who may have an older compass that the scale may read 1:25,000. They can use the scale with a 1:50,000 scale map, but they must double the values to obtain the correct reading.
 12. You are responsible for accomplishing the following--
 - a. Adhering to and completing course requirements.
 - b. Confirming your pace count.
 - c. Verifying your compass accuracy.
 - d. Turning in your performance evaluation test sheet to receive credit.
 - e. Conducting all work on your on. Do not communicate with other students, give or receive assistance, make a record of your answers anywhere except on the answer sheet provided, or pass information about this examination to other students.
 13. Should you fail to receive a GO, you will receive remedial training and a retest. Should you fail the retest, the academy may drop you from the course.
 14. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-50 rates UNSATISFACTORY.
 - b. 75 rates SATISFACTORY.
 - c. 100 rates SUPERIOR.
 - d. Retest rates as SATISFACTORY with a maximum score of 70 percent.
-

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Land Navigation Performance Test Sheet (W226)

STUDENT RANK & NAME (Last, First, MI):		STUDENT NO:
SGL RANK & NAME:		SQUAD:
		CLASS NO:
INITIAL TEST		TIME OUT:
POINT IDENTIFICATION:		GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Superior -0=100%	Satisfactory -1=75%	Unsatisfactory -2=50% -3=25% -4=0%
RETEST		TIME OUT:
POINT IDENTIFICATION:		GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
SCORE:		
Retest: Must find a minimum of 3 points, maximum points 75%		

Note to Students: All work is an individual student effort. You may not work or coordinate with another student. You must personally visit each point indicated on your performance evaluation test sheet.

Course Boundaries

Distress Signal:	
Water Points:	
Time Expired Signal:	

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

LAND NAVIGATION PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

DEMONSTRATED LEADERSHIP TEST ADMINISTRATION GUIDANCE (TAG) 6

Evaluation	Assign students to one of the following leadership positions: team leader, squad leader, platoon sergeant, or first sergeant, during garrison training and the STX. <u>Conduct the leadership evaluation only when the students are in a team or squad leader positions.</u>
Personnel, Equipment, and Materials Required	<ol style="list-style-type: none"> 1. Personnel. Number of students to test: 6-12; number of evaluators: 1. 2. Equipment. As required to effectively conduct training assignment. 3. Materials. Training area large enough to accommodate a 1:6-12 instructor to student ratio for the class size.
Instructions to Students	<ol style="list-style-type: none"> 1. You will serve in a leadership position at least once in garrison and at least once during the STX. In these positions you must demonstrate your ability to effectively lead soldiers. Your SGL will evaluate you and in order to receive a go, you must perform-- <ol style="list-style-type: none"> a. Twelve or more of the sixteen steps in your garrison leadership evaluation. b. Thirty-nine or more of the fifty-six steps in Part I and six of the nine steps in Part II, Overall Evaluation. Students must pass both parts. 2. You derive at your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors. Note: Part II does not follow this rule. Deduct 10 pts for each block marked UNSAT. <ol style="list-style-type: none"> c. 0-69 rates UNSATISFACTORY. d. 70-89 rates SATISFACTORY. e. 90-100 rates SUPERIOR. f. Retest is SATISFACTORY with a maximum score of 70 percent. <p>NOTE: For the tactical evaluation, to derive at an academic score, total up the number of correct responses in Parts I and II (Overall Evaluation) and divide by 65.</p>
Environmental Considerations	Inform students of any known environmental factors they must observe IAW local SOP.
Safety	Ensure students observe all safety procedures IAW local SOP.

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Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE INDICATORS:			INITIAL		RETEST	
ARMY VALUES			GO	NO GO	GO	NO GO
Loyalty	Participated fully in leadership position; Committed to squad's goals; Followed command guidance; Worked in the system; Did not manipulate it for personal gain.					
Duty	Fulfilled obligations; Carried out mission requirements; Met the standards; Set the example; Complied with policies and directives; Pursued excellence.					
Respect	Treated squad with respect; Created a climate of fairness and equal opportunity; Discreet and tactful; Concerned for well being of soldiers.					
Selfless Service	Put welfare of squad and fellow soldiers ahead of his own; Sustained team morale; Shared in team's hardships; Gave credit for success to others; Accepted responsibility for actions.					
Honor	Lived up to and demonstrated Army values; Completely honest and accepted nothing less from others.					
Integrity	Did what was legally and morally right; Possessed high personal moral standards; Honest in word and deed; Showed good moral judgment and behavior; Placed being right ahead of being popular.					
Personal Courage	Demonstrated physical and moral courage; Took responsibility for decisions and actions; Accepted responsibility for mistakes and shortcomings.					
INFLUENCING			GO	NO GO	GO	NO GO
Communication	Displayed good oral, written, and listening skills; Persuaded others; Expressed thoughts and ideas clearly to individuals and groups.					
Decision Making	Employed sound judgment and logical reasoning; Plans were logical and thorough; Made good decisions in unexpected situations; Acted in the absence of guidance; Followed up on assigned tasks; Took corrective action.					
Motivating	Inspired and encouraged others; Kept a positive attitude; Provided accurate, timely and positive feedback; Challenged others to excel; Encouraged others to improve; Motivated participant in the classroom.					
OPERATING			GO	NO GO	GO	NO GO
Planning/Preparing	Successfully planned and prepared training class; Ensured available resources were available to conduct training class; Conducted the training within the intent of the SGLs instructions.					
Executing	Used technical and tactical skills to meet task requirements; Executed plans and adjusted as needed; Kept track of people and equipment; Adapted to any situation.					
Assessing	Conducted AAR to identify lessons learned; Observed and assessed actions in progress; Used assessments to improve.					
IMPROVING			GO	NO GO	GO	NO GO
Developing	Set the example--Personal appearance, displaying high standards off duty; Worked to improve self, others, and squad; Coached others with weaknesses; Encouraged initiative; Contributed to a positive organizational climate; Improved weaknesses.					
Building	Promoted and encouraged teamwork and achievement; An example of a team player; Fostered a healthy ethical climate; Supported unpopular decisions as though they were his own; Encouraged others to work with each other.					
Learning	Learned from AARs and sought self-improvement in weak areas; Applied lessons learned; Asked questions.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.			SCORE:		SCORE:	
Superior -0=100% -1=94%			Satisfactory -2=88% -3=81% -4=75%		Unsatisfactory -5=69%	
Strength and Weaknesses: Use back of sheet.						
Remarks: Use back of sheet.						
INITIAL TEST	SGL Signature		Student Signature			
RETEST	SGL Signature		Student Signature			

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

DEMONSTRATED LEADERSHIP (GARRISON) PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

INSTRUCTOR'S GUIDE FOR EVALUATION OF TROOP LEADING PROCEDURES

Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet			
Student Name:		#:	Signature: Date:
Rank:	SGL Name:		LDRSHP Position evaluated:
PERFORMANCE ASSESSMENT			GO
PHASE I TROOP-LEADING PROCEDURES			NO GO
RECEIVE THE MISSION			
<p>a. STEP 1. Receive the Mission. The leader may receive the mission in a warning order, an operation order (OPORD), or a fragmentary order (FRAGO). The leader immediately begins to analyze it using the factors of METT-TC:</p> <ul style="list-style-type: none"> • What is the MISSION? • What is known about the ENEMY? • How will TERRAIN and weather affect the operation? • What TROOPS are available? • How much TIME is available? • What role does civil consideration play? <p>(1) The leader should use no more than one third of the available time for planning and for issuing an operation order. The remaining two thirds is for subordinates to plan and prepared for the operation. Leaders should also consider other factors such as available daylight and travel time to and from orders and rehearsals. In the offense, the leader has one third of the time from the receipt of the mission to the unit's Line of Departure time. In the defense, one third of the time from mission receipt the squad or platoon must be prepared to defend.</p> <p>(2) In scheduling preparation activities, the leader should work backwards from the LD or defend time. This is reverse planning. The leader must allow enough time for the completion of each task.</p>			
a. Acknowledged receipt of Plt Leader WARNO.			
b. Demonstrated understanding mission and commander's intent.			
c. Executed leadership competencies appropriate to receipt of mission. (Visualization of the commanders' intent):			
<ul style="list-style-type: none"> • Soldier analyzed and described the mission using factors of METT-TC. 			
<ul style="list-style-type: none"> • Soldier executed the proper procedures for mission accomplishment based on METT-TC analysis. 			
<ul style="list-style-type: none"> • Soldier applied one third time planning the operations order and two thirds time for subordinates to plan and prepare for operations and rehearsals. 			
<ul style="list-style-type: none"> • Soldier prepared a backwards or reverse plan for the defense time. 			
TOTAL NUMBER OF NO GOs			
RATING			
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 – 83.34%	2 = 66.68%

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
ISSUE SQUAD WARNO					
b. STEP 2. Issue a Warning Order. The leader provides available information in a warning order. The warning order contains enough information to begin preparation as soon as possible. Platoon SOPs will prescribe who attends all warning orders and the actions they must take upon receipt: for example, drawing ammunition, rations and water, and checking communications equipment. The warning order has no specific format. One technique is to use the five-paragraph OPORD format. The leader issues the warning order with all the information available at the time. The leader provides updates as often as necessary. The leader never waits for more information to fill out a warning order for the mission or nature of the operation. <ul style="list-style-type: none"> Who is participating in the operation? Time of the operation. Time and place for issuance of the operation order. 					
a. Issued WARNO to entire squad.					
b. Explained mission and commander's intent.					
c. Executed leadership competencies appropriate to issuing a warning order (visualization of the mission or nature of the operation).					
<ul style="list-style-type: none"> Soldier analyzed and described the warning order and the actions they must take upon receipt, for example: drawing ammunition, rations and water, and checked communications equipment. 					
<ul style="list-style-type: none"> Soldier demonstrated the proper usage of the five paragraph OPORD format. 					
<ul style="list-style-type: none"> Soldier prepared the warning order as information became available. 					
<ul style="list-style-type: none"> Soldier applied updates to the warning order as needed with who would participate in the operation, time of operation, and place of operation. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%		

PERFORMANCE ASSESSMENT (Continued)	GO	NO GO
<p>MAKE A TENTATIVE PLAN</p> <p>c. STEP 3. Make a Tentative Plan. The leader Developed an estimate of the situation to use as the basis for the tentative plan. The estimated is the military decision making process. It consists of five steps: detailed mission analysis, situation analysis and course of action development, analysis of each course of action, comparison of each course of action, and decision. The decision represents the tentative plan. The leader updates the estimate continuously and refines the plan accordingly. The leader uses this plan as the start point for coordination, reconnaissance, task organization (if required), and movement instructions. The leader works through this problem solving sequence in as much detail as time available allows. As the basis of the estimate, the leader considers the factors of METT-TC:</p> <p>(1) Mission. The leader considers the mission as provided by the commander. The leader analyzes it in light of the commander's intent two command levels higher, and derives the essential tasks the unit must perform in order to accomplish the mission.</p> <p>(2) Enemy. The leader considers the type, size, organization, tactics, and equipment of the enemy he expects to encounter. The leader identifies their greatest threat to the mission and finds their greatest vulnerability.</p> <p>(3) Terrain. The leader considers the effect of terrain and weather on enemy and friendly forces using the guidelines below (OCOKA):</p> <p>(a) Observation and fields of fire. The leader considers ground that allows him or her observation of the enemy throughout the area of operation. The leader considers fields of fire in terms of the characteristics of the available weapons; for example, maximum effective range, the requirement for grazing fire, and the arming range and time of flight for anti-armor weapons.</p> <p>(b) Cover and concealment. The leader looks for terrain that will protect the unit from direct and indirect fires (cover) and from aerial and ground observation (concealment).</p> <p>(c) Obstacles. In the attack, the leader considers the effect of restrictive terrain on the ability to maneuver. In the defense, the leader considers how to tie in the obstacles to the terrain to disrupt, turn, fix, or block an enemy force and protect the unit own forces from enemy assault.</p> <p>(d) Key terrain. Key terrain is any locality or area whose seizure or retention affords a marked advantage to either combatant. The leader considers key terrain in the selection of objectives, support positions, and routes in the offense, and on the positioning of the unit in the defense.</p> <p>(e) Avenues of approach. An avenue of approach is an air or ground route of an attacking force of a given size leading to its objective or key terrain in its path. In the offense, the leader identifies the avenue of approach that affords the greatest protection and places unit at the enemy's most vulnerable spot. In the defense, the leader positions the key weapons along the avenue of approach most likely to be used by the enemy.</p> <p>(f) Weather. In considering the effects of weather, the leader is most interested in visibility and trafficability</p> <p>(4) Troops available. The leader considers the strength of subordinate units, the characteristics of the weapon systems, and the capabilities of attached elements as the commander assigns tasks to subordinate units.</p> <p>(5) Time available. The leader refines the allocation of time based on the tentative plan and any changes to the situation.</p> <p>(6) Civil Considerations Relates to civilian populations, culture, organization, and leaders within the OA.</p>		

PERFORMANCE ASSESSMENT (Continued)						GO	NO GO
a. Conducted backwards planning from estimated time of movement (ETM).							
b. Timeline included the following at a minimum:							
1. PCC/ PCI.							
2. Plt OPORD Brief time.							
3. SQUAD OPORD Brief time.							
4. Mission/Battle Drill rehearsal.							
5. Earliest time of movement (ETM).							
c. Developed at least two courses of action.							
d. Demonstrated leadership competencies appropriate to of the making of a tentative plan:							
<ul style="list-style-type: none"> Soldier visualized the commander's intent and developed an estimate of the situation for the tentative plan of operations for the squad/platoon using the factors of METT-TC. 							
<ul style="list-style-type: none"> Soldier analyzed and described the estimate of the situation by using the five steps of the military decision making process. 							
<ul style="list-style-type: none"> Soldier demonstrated and applied the proper problem solving sequence, providing tasks and as much detail as time available allowed and made changes to plan as situations occurred using the factors of METT-TC. 							
<ul style="list-style-type: none"> Soldier prepared the tentative plan by continuously updating the estimate of the situation. 							
TOTAL NUMBER OF NO GOs							
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP							
# of NO GOs	0 = 100%	1 – 90.00%	2 = 80.00%	3 = 70.00%	4 =60.00%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
START NECESSARY MOVEMENT					
d. STEP 4. Start Necessary Movement. The platoon may need to begin movement while the leader is still planning or forward reconnoitering. The senior group leader or a squad leader may bring the platoon forward, usually under the control of the company executive officer or first sergeant. This step could occur at any time during the troop-leading procedure.					
a. Started required movement of personnel or equipment.					
b. If required to move, maintained security.					
c. Demonstrated leadership competencies appropriate to the starting of necessary movement (visualized the start movement).					
<ul style="list-style-type: none"> Executed start of movement procedures without the control of the XO or 1SG. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for start movement at anytime during troop leading procedures. 					
<ul style="list-style-type: none"> Soldier applied proper procedures for bringing the squad/platoon forward anytime during troop leading procedures. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 75.00%	2 = 50.00%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
RECONNOITER THE AREA					
e. STEP 5. Reconnoiter. If time allows, the leader makes a personal reconnaissance to verify the terrain analysis, Adjust the plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must make a map reconnaissance. The leader must consider the risk inherent in conducting reconnaissance forward of friendly lines. Sometimes the leader must rely on others (for example, scouts) to conduct the reconnaissance if the risk of contact with the enemy is high.					
a. Conduct map recon at a minimum/ground if possible.					
b. Identify critical or danger areas.					
c. Leadership competency and adaptability of reconnoiter the area.					
• Soldier conducted personal the personnel reconnaissance to verify terrain analysis.					
• Soldier analyzed, described, and adjusted reconnaissance plan as needed.					
• Soldier demonstrated and applied proper procedures to confirm the usability of routes and time any critical movements.					
• Soldier prepared squad/platoon to consider the risk inherent to conducting reconnaissance forward of friendly lines.					
TOTAL NUMBER OF NO GOs					
RATING					
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.33%	2 = 66.66%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
COMPLETE THE PLAN					
f. STEP 6. Complete the Plan. The leader completes the plan based on the reconnaissance and any changes in the situation. The leader should review the mission, as received from the commander, to ensure that the plan meets the requirements of the mission and stays within the framework of the commander's intent.					
a. Completed plan after receipt of plt OPORD.					
b. Completed SQUAD OPORD.					
c. Demonstrated leadership competencies related to compiling the plan (visualized process of completing plan).					
<ul style="list-style-type: none"> Soldier analyzed and described the process of completing the plan based on the reconnaissance. 					
<ul style="list-style-type: none"> Soldier applied proper procedures for making changes when the mission or situation changed. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for completing the plan and ensured that the plan reflected the commander's intent. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
ISSUE OPORD					
g. STEP 7. Issue the Complete Order. Platoon and squad leaders normally issue oral operations orders.					
(1) To aid subordinates in understanding the concept for the mission, leaders should issue the order within sight of the objective or on the defensive terrain. When this is not possible, they should use a terrain model or sketch.					
(2) Leaders must ensure that subordinates understand the mission, the commander’s intent, the concept of the operation, and their assigned tasks. Leaders may require subordinates to repeat all of part of the order or demonstrate on the model or sketch, their understanding of the operation. They should also quiz their Soldiers to ensure that all Soldiers understand the mission.					
a. Issued OPORD to entire SQUAD.					
b. Conducted back brief to ensure squad/plt mission is understood the mission.					
c. Demonstrated leadership competencies appropriate to the issuing of a completed order. (Visualization of the process)					
• Soldier analyzed and described the process and concept of issuing the order within sight of the objective or on the defensive terrain.					
• Soldier demonstrated proper procedures for issuing oral operation orders by modeling or sketching the orders to subordinates to ensure they understood their assigned tasks.					
• Soldier issued the complete operation order orally.					
TOTAL NUMBER OF NO GOs					
RATING					
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%		

PERFORMANCE ASSESSMENT (Continued)	GO	NO GO
<p>SUPERVISE AND REFINE</p> <p>h. STEP 8. Supervise. The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.</p> <p>(1) Rehearsals. The leader uses rehearsals to--</p> <ul style="list-style-type: none"> • Practice essential tasks (improve performance). • Reveal weaknesses or problems in the plan. • Coordinate the actions of subordinate elements. • Improve Soldier understanding of the concept of the operation (foster confidence in Soldiers). <p>(a) Rehearsals include the practice of having squad leaders brief their planned actions in execution sequence to the platoon leader.</p> <p>(b) The leader should conduct rehearsals on terrain that resembles the actual ground, and in similar light conditions.</p> <p>(c) The platoon may begin rehearsals of battle drills and other SOP items before the receipt of the operation order. Once the order has been issued, it can rehearse mission specific tasks.</p> <p>(d) Some important tasks to rehearse include--</p> <ul style="list-style-type: none"> • Actions on the objective. • Assaulting a trench, bunker, or building. • Actions at the assault position. • Breaching obstacles (mine and wire). • Using special weapons or demolitions. • Actions on unexpected enemy contact. <p>(2) Inspections. Squad leaders should conduct initial inspections shortly after receipt of the warning order. The platoon sergeant spot checks throughout the unit's preparation for combat. The platoon leader and platoon sergeant make a final inspection. They should inspect--</p> <ul style="list-style-type: none"> • Weapons and ammunition. • Uniforms and equipment. • Mission-essential equipment. • Soldier's understanding of the mission and their specific responsibilities. • Communications. • Rations and water. • Camouflage. • Deficiencies noted during earlier inspections. 		
a. Conducted mission rehearsal. (Used sand table or terrain model or map w/single overlay)		
b. Inspected personnel and equipment.		
c. Made necessary adjustments to plan or timeline.		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
d. Demonstrated leadership competencies appropriate to supervising and refining the unit's preparation for combat. (Visualization of the process)					
<ul style="list-style-type: none"> Soldier analyzed and described process of supervising and refining the rehearsals to include the practice of briefing their planned actions in execution sequence to the platoon leader. 					
<ul style="list-style-type: none"> Soldier applied proper procedures for conducting initial inspections shortly after receipt of the warning order 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for rehearsal and inspections and to stay within the commander's intent, mission and their responsibility 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 – 83.34%	2 = 66.68%		

PHASE I TOTAL SCORES	
Add Steps 1 thru 8 and ÷ sum by 8 to obtain Phase I final Score	
STEP 1:	
STEP 2:	
STEP 3:	
STEP 4	
STEP 5:	
STEP 6:	
STEP 7:	
STEP 8:	
TOTAL SCORE	

NOTE: Phase I if Soldier earns an over all score of unsatisfactory then the Soldier must retest.

NOTE: Enter Score from PHASE I to page TE-1-23.

PHASE II-MISSION EXECUTION										
PERFORMANCE ASSESSMENT										
REACT TO CONTACT								GO	NO GO	
a. Located and engage enemy with well aimed fires.										
b. Sent SPOTREP to plt LDR.										
c. Control fires using fire commands including all elements.										
1. Alert.										
2. Direction.										
3. Description.										
4. Range (if known).										
5. Method of fire (manipulation and rate of fire if applicable).										
6. Command to commence firing.										
d. Visually and orally checked status of personnel.										
e. Determined whether or not to move out of the engagement area.										
f. SQUAD LDR assesses situation and Identifies:										
1. Location of enemy and obstacles.										
2. Size of enemy force engaging unit.										
3. Vulnerable flanks.										
4. Covered and concealed routes to enemy positions.										
g. Assessed the situation and determined next course of action.										
h. Sent SITREP to plt LDR.										
i. Requested indirect fire through the plt LDR.										
j. Adjusted indirect fire.										
TOTAL NUMBER OF NO GOs										
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP										
# NO GOs	0 = 100%	1 = 94.5%	2 = 89%	3 = 83.5%	4 = 78%	5 = 2.5%	6 = 67%			
REACT TO AMBUSH/EXIT A VEHICLE IN AN AMBUSH REACT TO AMBUSH WHILE DISMOUNTED Near Ambush (within hand-grenade range).										
a. Team in kill zone:										
1. Immediately takes up covered position and returns fire.										
2. Throws concussion, and smoke grenades.										
3. Upon detonation, assault through the ambush using fire and movement.										
b. SQUAD LDR:										
1. Identified the enemy positions.										
2. Initiated immediate suppressive fires against the enemy.										
3. Took up covered positions.										
4. Shifted fires as the Soldiers in the kill zone assault through the ambush.										
5. If required, calls for fire.										
6. Reports (SPOTREP) reorganized and continued the mission.										
TOTAL NUMBER OF GOs and NO GOs										
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP										
# of NO GOs	0 = 100%		1 = 83.34%		2 = 66.68%					

PERFORMANCE ASSESSMENT (Continued)						
Far Ambush (Out of hand-grenade range).					GO	NO GO
a. Team in kill zone:						
1. Immediately returns fire and takes up covered positions and suppresses the enemy fire by:						
a) Destroyed the crew served weapons first.						
b) Obscured the enemy positions with smoke (M203).						
c) Sustained suppressive fires.						
d) Shifted fires as the assaulting team fights through the enemy position.						
b. SQUAD LDR:						
a) Led team by covered and concealed route to a vulnerable flank of the enemy.						
b) Led an assault using fire and movement techniques.						
c) If required, requested fire support.						
d) Reported (SPOTREP) to the plt LDR.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 75%	2 = 50%			
REACT TO AN AMBUSH WHILE MOUNTED						
Blocked Ambush						
a. Team in kill zone:						
1. Soldiers sitting on side of the truck facing the enemy fire will immediately return fire.						
2. Soldiers on the other side of the truck exit and take up covered position and fire on the enemy.						
3. Remaining Soldiers exit vehicle and fire on the enemy.						
b. SQUAD LDR:						
a) Organized a security element.						
b) Led security element to destroy the threat or to allow removal of the road block.						
c) Reported (SPOTREP) to the plt LDR.						
d) Consolidated and reorganized once all elements are out of the kill zone or upon destruction of the threat.						
e) If required, calls for fire.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 80%	2 = 60%			
Unblocked Ambush:						
a. Team in kill zone increases speed to get out of the kill zone.						
b. SQUAD LDR						
a) Reported (SPOTREP) to the plt LDR.						
b) Identified the threat locations.						
c) Ensured all nondrivers return fire.						
d) Stopped all vehicles not in the kill zone.						
e) Ensured vehicle in the kill zone increase speed until out of the zone.						
f) Pushed disabled vehicles out of the roadway to keep the road clear.						
g) Organized a security element.						
h) Directed fire and maneuver of the security element on the enemy to allow remaining vehicles to pass through the kill zone.						
i) If required, calls for fire.						
j) Consolidated and reorganizes and treats casualties.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 90%	2 = 80%	3 = 70%		
PERFORMANCE ASSESSMENT (Continued)						
REACT TO INDIRECT FIRE					GO	NO GO
a. Gives direction and distance for SQUAD to move to rally point.						
b. At rally point accounts for all personnel and equipment.						

c. Prepared the SQUAD for continued movement.						
d. Sent SPOTREP to plt LDR, reorganizes and continues mission.						
e. Sent SITREP to plt LDR.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 80%	2 = 60%			
BREAK CONTACT						
a. Directed one fire team in contact to support the rest of squad's disengagement.						
b. Orders a distance and direction or a terrain feature or last objective rally point for the movement of the first fire team.						
c. Directed the base-of-fire team to move to it's next location.						
d. Directed the remaining fire teams to move to the rally point once the base-of-fire team is in position.						
e. Sent SPOTREP to plt LDR.						
f. Continued to bound SQUAD away from the enemy until it breaks contact or is in position to conduct next mission.						
g. Accounted for Soldiers, sent SITREP to plt LDR, reorganize and continues mission.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 85.72%	2 = 71.43	3 = 57.16		
EVACUATE, REQUEST MEDEVAC, AND REPORT CASUALTIES						
a. Requested Medical Evacuation:						
1. Collected all information needed for the MEDEVAC requested line items 1 through 9.						
2. Recorded the information using authorized brevity codes.						
3. Transmitted the MEDEVAC request within 25 seconds.						
b. Evacuate Casualties:						
1. Requested medical evacuation.						
2. Transported casualty using one- and two-man carriers, if necessary.						
3. Moved casualties using a four-man litter SQUAD, if necessary.						
a. Prepared the litter.						
b. Prepared the casualty.						
c. Lifted the litter.						
4. Loaded casualties onto a military vehicle.						
a. Ground ambulance.						
b. Air ambulance.						
c. Ground military vehicles.						
c. Reported Casualties:						
1. Prepared DA Form 1156:						
a. Left the Control Number item blank.						
b. Completed the Checked Applicable Box item as it pertained to the casualty.						
c. Completed item 1 with the casualty's last name, first name, and middle initial (to include Jr. Sr. III).						
d. Completed item 2 with the casualty's complete social security number.						
e. Completed item 3 with the casualty's rank.						
f. Completed item 4 with hour and date of incident to include the time zone.						
g. Completed item 5 with the casualty's unit.						

PERFORMANCE ASSESSMENT (Continued)										
c. Reported Casualties (Continued):									GO	NO GO
h. Completed item 6 with the geographic location (nearby town) and grid coordinates to include the 100,000-meter square grid coordinates, 2-letter designator, and nearest village.										
i. Completed item 7 with a checked in the appropriate box; entered the type of casualty (only medical personnel may enter a checked in the lightly wounded or injured in action and seriously injured or injured in action boxes); checked yes or no to indicate if the body is recovered; checked yes or no to indicate if the body is identified; entered the collection point to which the casualty is evacuated, if unknown indicated "unknown."										
j. Completed item 8 with the witnesses who saw the incident or identified remains to include the name, grade, social security number, and unit(s) of witnesses.										
k. Completed item 9 with the applicable remarks to include additional circumstance, such as religious ministrations performed, type of mission the unit was conducting, or short synopsis of the incident.										
l. Did not complete the first three boxes in item 10 but entered his or her unit, grade, social security number, date, and signature in item 10 as the person who prepared the report.										
2. Prepared DA Form 1155.										
a. Checked the applicable box at the top of the form as it related to the casualty witnessed.										
b. Completed item 1 with the casualty's last name, first name, and middle name.										
c. Left item 2 blank.										
d. Completed item 2a with the casualty's complete social security number.										
e. Completed item 3 with the casualty's rank.										
f. Completed item 4, if appropriate, with the date of the casualty's death or the date when the casualty was last seen along with the time zone.										
g. Completed item 5 with the casualty's unit.										
h. Completed item 6 with the geographic location including the six-digit coordinate as well as the nearest town to the incident.										
i. Completed item 7 only if name or social security number of the casualty is unknown or not positive. If unknown or not positive, entered the estimated age, weight, height, hair color, eye color, race, hometown, civilian occupation, nickname, spouse's name, children's name(s), and if applicable, other identifying marks (such as birthmarks or tattoos), and other persons who may have witnessed the incident or have further information.										
j. Completed item 8 with a short, concise narrative of the circumstances regarding the incident and, if known, the cause of death or condition when last seen and how identified.										
k. Completed items 9 through 13 with the name, social security number, unit, date, and signature of the person making the statement.										
l. Submitted form in accordance with local guidance.										
TOTAL NUMBER OF NO GOs										
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP										
#NO GOs	0 = 100%	1 = 95.25%	2 = 90.48%	3 = 85.72%	4 = 80.96%	5 = 76.2%	6 = 71.44%	7 = 66.68%		
CONDUCT SECURITY AT HALT										
a. Soldiers spreaded out and took cover.										
b. Soldiers protected same sector of fire as in movement.										
c. Established OP.										
d. Oriented machine guns and anti-armor weapons along likely enemy approaches.										
e. Kept movement to a minimum.										
TOTAL NUMBER OF GOs and NO GOs										
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP										
# of NO GOs	0 = 100%		1 = 80%		2 = 60%					

PERFORMANCE ASSESSMENT (Continued)			
REACT TO A POSSIBLE IED		GO	NO GO
a. Stopped all movement toward possible IED.			
b. Established Security.			
1. Took up available cover.			
2. Searched for additional possible IEDs.			
3. Identified possible enemy observation/vantage points.			
c. Sent UXO report to plt LDR or minimum required information.			
d. Continued mission.			
TOTAL NUMBER OF NO GOs			
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%		

PHASE II TOTAL SCORES	
Add all Tasks 1 thru 4 and ÷ sum by 4 to obtain Phase II final Score	
TASK 1:	
TASK 2:	
TASK 3:	
TASK 4:	
TOTAL SCORE	

NOTE: Phase II if Soldier earns an over all score of unsatisfactory then the Soldier must retest.

NOTE: Enter Score from PHASE II to page TE-1-23.

OVERALL EVALUATION (PHASE III)						
a. Considered safety, impact and implications of decisions on others.						
b. Took charge when in charge.						
c. Placed the mission first.						
d. Refused to quit or accept defeat.						
e. Accounted for all personnel and equipment (left no one behind).						
f. Displayed the ability to apply the skills necessary to solve problems, adapt to changes, and perform required tasks.						
g. Analyzed information and situation to compare, classify, screen, and examine possible courses of action.						
h. Developed synergy through situational development, generating input from SQUAD, and building on strengths.						
i. Possessed skills to evaluate information in order to judge it's relevance, reject it as irrelevant to the situation, rate, or rank the information as it applies to the mission.						
TOTAL NUMBER OF GOs and NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 88.89%	2 = 77.78%	3 = 66.67%		

NOTE: Phase III if Soldier earns an over all score of unsatisfactory then the Soldier must retest.

NOTE: Enter Score from PHASE III to page TE-1-23.

PHASE I Score (from page TE-1-16)	
UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
ENTER SCORE:	

PHASE II Score (from page TE-1-21)	
UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
ENTER SCORE:	

OVERALL EVALUATION SCORE (PHASE III) (from page TE-1-21)	
UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
ENTER SCORE:	

NOTE: To determine the final leadership score add Phases I thru III and divide the sum by three. The result is the percentage score for the final leadership evaluation.

OVERALL LEADERSHIP EVALUATION

UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
TOTAL SCORE	

ADDITIONAL COMMENTS:	OVERALL
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ADDENDUM TO DEVELOPEDMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPEDMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier Signature↓**Rank**↓**Date**↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

[illegible]

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature ↓**Rank** ↓**Date** ↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

STUDENT RECORD OF TRAINING

STUDENT RANK/NAME (Last, First MI):				SSN:		STUDENT #	
SGL NAME:				SQUAD:		CLASS:	
TEST / PERFORMANCE EVALUATED	Initial Score (0 - 100)	Rating (Superior Satisfactory Unsatisfactory)	1st Retest Score (70% Max)	1st Retest Rating (Satisfactory/ Unsatisfactory)	(Based on App'd Rebuttal) 2d Retest Score (70% Max)	2d Retest Rating (Satisfactory/ Unsatisfactory)	
Written Exam I							
APFT							
PT (Performance Evaluation)							
Individual Training Session							
Land Navigation							
Leadership (Garrison)							
Leadership (Tactical)							
Total							
Average							
Unsatisfactory (0% - 69%) Satisfactory (70% to 89%) Superior (90% - 100%)							
Remarks: (e.g. Commandant's List, Distinguished Honor Graduate, Leadership Award)							
NOTE: <ol style="list-style-type: none"> 1. For the APFT, see the APFT Academic Conversion Chart TAG-2-3, this appendix. 2. Award students passing retest 70% for grade averaging. However, record the final retest score in the student's record to establish the level of proficiency attained. (Students do not qualify for class honors if they must retest in any area listed above.) 3. See the Performance Step Evaluation Conversion Chart (page CC-8-1) to convert the steps in the performance evaluations for PT, Land Navigation, Individual Training, and Leadership garrison and tactical to a grade. 							
SGL Signature/Date				Student Signature/Date			

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PT		LAND NAV		IND TNG		LDRSHIP Gar		LDRSHIP Tact		LDRSHIP TACT/GAR COMBINED SCORE	
Steps	Score	Steps	Score	Steps	Score	Steps	Score	Steps	Score	Steps	Score
23	100 %	04	100 %	20	100 %	16	100 %	56	100 %	65	100
22	96	03	75	19	95	15	94	55	98	64	98
21	91	02	50	18	90	14	88	54	96	63	97
20	87	01	25	17	85	13	81	53	95	62	95
19	83			16	80	12	75	52	93	61	94
18	78			15	75	11	69	51	91	60	92
17	74			14	70	10	63	50	89	59	91
16	70			13	65	09	56	49	88	58	89
15	65			12	60	08	50	48	86	57	88
14	61			11	55	07	44	47	84	56	86
13	57			10	50	06	38	46	82	55	85
12	52			09	45	05	31	45	80	54	83
11	48			08	40	04	25	44	79	53	82
10	43			07	35	03	19	43	77	52	80
09	39			06	30	02	13	42	75	51	78
08	35			05	25	01	06	41	73	50	77
07	30			04	20			40	72	49	75
06	26			03	15			39	70	48	74
05	22			02	10			38	68	47	72
04	17			01	5.			37	66	46	71
03	13							36	64	45	69
02	09							35	63	44	68
01	04							34	61	43	66
								33	59	42	65
								32	57	41	63
								31	56	40	62
								30	54	39	60

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Appendix B

Publications and Blank Forms

This Appendix Contains This appendix contains the items listed in this table:

Item	Pages
Index of Publications and Blank Forms	PFB-1 thru PFB-6
Sample Risk Management Work Sheet	SRM-1

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PUBLICATIONS and BLANK FORMS

1. USASMA used the below listed publications to developing the training support packages (TSP).
2. The references shown in **Bold Print** below are in Appendix D of the TSPs. The excerpts provide information the students need in order to understand the material presented.
3. NCOAs do not need to order the references in **Bold Print**. NCOAs will use the excerpts in appendix D of the TSPs to create a student study manual, by combining all the student handouts in the order of TSP presentation and issue to the students along with other manuals during inprocessing. These study manuals should be a recoverable. NCOAs should be able to access the references below digitally either through USAPA or the General Dennis Reimer Digital Library. If these are not already on your "Favorites" list on your computer, you must go through AKO.
4. NCOAs need to order the references below that are not in bold print.

Reference	Title	Date
AR 27-10	Military Justice	Aug 99
AR 600-20	Army Command Policy	May 02
AR 623-205	Personnel Evaluations, NCOER System	Dec 01
ARTEP 7-8-MTP	Mission Training Plan for the Infantry Platoon and Squad	OCT 01
ARTEP 7-8-MTP	Mission Training Plan for Infantry Rifle Platoon and Squad	Oct 01
CMH Pub 70-37	Time Honored Professionals, the NCO Corps Since 1775	1989
CMH* Pub 70-38	The Story of the NCO Corps.	1989
DA Pam 600-25	USA NCO Professional Development Guide	1987
FM 100-14	Risk Management	Apr 98
FM 21-10	Field Hygiene and Sanitation	Jun 00
FM 21-20 w/C1	Physical Fitness Training	Oct 98
FM 21-31	Topographical Symbols	Jun 61 Chg Dec 68
FM 21-60	Visual Signals	Sep 87
FM 21-75	Combat Skills of the Soldier	Aug 84
FM 22-51	Leader's Manual for Combat Stress Control	Sep 94

* US Army Center of Military History

** Available on-line at <https://usasma.bliss.army.mil>

Reference	Title	Date
FM 22-51	Leader's Manual for Combat Stress Control	Sep 94
FM 22-100	Army Leadership	Aug 99
FM 27-14	Legal Guide for Soldiers	Apr 91
FM 3-100.3	Environmental Considerations in Military Operations	Jun 00 C1 May 01
FM 3-25.26	Map Reading and Land Navigation	Jan 05
FM 4-25.11	First Aid	Dec 02
FM 7-22.7	NCO Guide	2002
FM 7-1	Battle Focused Training	Jun 03
FM 7-8	Infantry Rifle Platoon and Squad / Chg 1	Apr 92
FM 7-10	The Infantry Rifle Company	Jun 96 w/chg 2, Sep 97
FM 8-10-6	Medical Evacuation in a Theater of Operations.	Apr 00
NCO Journal	NCOs Deploy to SW Asia Learning About Being Leaders.	Spring 02
NCO Journal	A Short History of the US Army NCO. L.R. Arms**	2002
Soldiers Magazine	Hot Topics (Insert)	May 02
STP 21-1-SMCT	Soldier's Manual of Common Tasks, Skill Level 1	Aug 03
STP 21-24-SMCT	Soldier's Manual of Common Tasks, Skill Level 2-4	Aug 03
TASK 071-990-0004	Conduct Pre-combat Checks	Jun 98
Lesson 121-050-8010	Enforce Compliance with the Army's Equal Opportunity / Sexual Harassment Policies	Jul 97
Lesson 158-100-1134	Resolve an Ethical Problem	Sep 99
Lesson 181-301-0001	Identify the Legal Implications of the Homosexual Conduct Policy	Mar 00
TC 9-21-01	Improvised Explosive Device (IED), Awareness Guide	May 04
TR 350-10	Institutional Leader Training and Education	Aug 02

2. All publications/blank forms listed below are available from the website indicated in parentheses. In accordance with (IAW) the paperless Army, some publications/blank forms may no longer be available in printed format from publication centers. The Army will no longer print "UPDATES" as it returns to the practice of printing stand alone publications. Commandants must check current dates at the designated Web link.

3. Commandants must review the list, determine their individual requirements, and ensure current dates of publications/blank forms using the webpage referenced.

4. See the legend at the end of the table for an explanation of the symbols used. Remember, you may digitally store references for accessibility.

PUB NO	TITLE	CODE
Army Regulations (http://www.usapa.army.mil)		
AR 1-201	Army Inspection Policy	AA
AR 20-1	Inspector General Activities and Procedures	A
AR 25-50	Preparing and Managing Correspondence	AA
AR 25-400-2	The Army Records Information Management System (ARIMS)	AA
AR 27-3	The Army Legal Assistance Program	A
AR 27-10	Military Justice	A
AR 37-104-4	Military Pay and Allowances Policy and Procedures-Active Component	AA
AR 190-13	The Army Physical Security Program	A
AR 210-50	Housing Management	AA
* AR 350-1	Army Training and Education	AA
AR 350-17	Noncommissioned Officer Development Program	AA
AR 380-5	Department of the Army Information Security Program	AA
AR 385-10	Army Safety Program	A
AR 385-40	Accident Reporting and Records	AA
AR 600-8-22	Military Awards	A
AR 600-8-101	Personnel Processing (In-, Out- Soldier Readiness, Mobilization , and Deployment Processing)	A
AR 600-9	The Army Weight Control Program (with Interim C1)	AA
AR 600-20	Army Command Policy	AA
AR 600-100	Army Leadership	A
AR 600-110	Identification, Surveillance, and Administration of Personnel Infected with Human Immunodeficiency Virus (HIV)	A
AR 611-1	Military Occupational Classification Structure Development and Implementation	AA
AR 614-200	Enlisted Assignments and Utilization Management	A
AR 623-1	Academic Evaluation Reporting System	AA
AR 623-205	Noncommissioned Officer Evaluation Reporting System	AA
AR 635-200	Active Duty Enlisted Administrative Separations	A
AR 670-1	Wear and Appearance of Army Uniforms and Insignia	AA
AR 710-1	Centralized Inventory Management of the Army Supply System	A
AR 735-5	Policies and Procedures for Property Accountability	A
Course Management Plan (https://bliss.army.mil/usasma/)		
CMP	Course Management Plan (WLC)	AA
POI	Program of Instruction (WLC)	AA
TSP	Training Support Packages	AA
Department of the Army Pamphlets (http://www.usapa.army.mil)		
DA Pam 25-33	User's Guide for Army Publications and Forms	A
DA Pam 350-58	Leader Development for America's Army	A
DA Pam 385-40	Army Accident Investigation and Reporting	AA
DA Pam 600-26	The Department of the Army Affirmative Action Plan	AA
DA Pam 600-35	Relationships Between Soldiers of Different Ranks	AA
DA Pam 600-70	United States Army Guide to the Prevention of Suicide and Self-Destructive Behavior	AA
DA Pam 611-21	Military Occupational Classification and Structure	AA

PUB NO	TITLE (cont.)	CODE
DA Pam 738-750	Functional Users Manual for The Army Maintenance Management System (TAMMS)	A
Field Manuals (http://atiam.train.army.mil/portal)		
FM 3-0	Operations	AA
FM 7-0	Training the Force	AA
FM 7-1	Battle Focused Training	AA
FM 7-7	The Mechanized Infantry Platoon and Squad	A
FM 3-22.9	M16, M16A2/3, M16A4, and M4 Carbine	A
FM 100-14	Risk Management	AA
FM 101-5	Staff Organization and Operations	AA
Graphic Training Aids (http://atiam.train.army.mil/portal)		
GTA 3-6-8	NBC Warning and Reporting System (Supercedes GTA 3-6-3)	B
GTA 5-2-12	Coordinate Scale and Protractor	B
TENINO Map	Stock Nr. V791X14774, Edition 7-DMATC, Series V791, Sheet 1477 IV	B
National Guard Regulation (http://222.ngbpd.c.ngb.army.mil)		
NGR (AR) 600-200	Enlisted Personnel Management	AA
Soldier Training Publications (http://atiam.train.army.mil/portal)		
STP 21-1-SMCT	Soldier's Manual of Common Tasks	AA
STP 21-24-SMCT	Soldier's Manual of Common Tasks	AA
Technical Manuals		
TM 9-1265-211-10	Operator's Manual for MILES for M16A2 Rifle	AA
TM 9-1265-370-10-2	Operator's Manual for MILES for M60 Machine Gun or authorized substitute	AA
TRADOC Regulations (http://www.tradoc.army.mil)		
TRADOC 350-13	Instruction in Military History	A
TRADOC 350-18	The Army School System (TASS)	AA
TRADOC 350-70	Systems Approach to Training Management, Processes, and Products	AA
TRADOC 350-10	Institutional Leader Training and Education	AA
TRADOC 385-2 w/CH 1	TRADOC Safety Program	AA
TRADOC 525-13	TRADOC Force Protection Program (FPP)	AA
TRADOC Pamphlets (http://www.tradoc.army.mil)		
TRADOC Pam 350-9	TRADOC Training Devices for Armywide Use	A
TRADOC Pam 600-22	TRADOC Suicide Prevention Planning Guide	AA
TRADOC Pam 350-70-8	Total Army School System (TASS) Training Requirements Analysis System (TRAS)	AA
Training Circulars (http://atiam.train.army.mil/portal)		
TC 3-34.489	The Soldier and the Environment	AA

PUB NO	TITLE (cont.)	CODE
Television Tapes http://dodimagery.afis.osd.mil/		
PIN: 710943	Counsel Subordinates	AA
Copy of Tables of Distribution and Allowance (TDA)		AA
Copy of Local Policy/Directives		AA
Unit Manning Roster (UMR)		AA
CMP	Course Management Plan	AA
POI	Program of Instruction (WLC)	AA
TSP	Training Support Packages	AA
Blank Forms http://www.usapa.army.mil/		
DA 705	ARMY PHYSICAL FITNESS TEST CARD	B
DA 1059	SERVICE SCHOOL ACADEMIC EVALUATION REPORT	AA
DA 1155	WITNESS STATEMENT ON INDIVIDUAL	B
DA 1156	CASUALTY FEEDER REPORT	B
DA 2028	RECOMMENDED CHANGES TO PUBLICATIONS AND BLANK FORMS	A
DA 2142	PAY INQUIRY	B
DA 2166-8	NCO EVALUATION REPORT	B
DA 2166-8-1	NCO COUNSELING CHECKLIST/RECORD	B
**DA 2404	EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET	AA, B
DA 4856	DEVELOPMENTAL COUNSELING FORM	B
DA 5159	INVENTORY OF ARMY PERSONNEL TEST MATERIAL	AA
**DA 5988-E	EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET	B
	RISK MANAGEMENT WORK SHEET (this appendix)	B

LEGEND**Requirements Code**

** May use either form.

A = Recommended but not required.

AA = Minimum required publications/blank forms for administration/accreditation.

B = Publication/blank forms required for student use.

NOTE:

- Download CMP/POI/TSPs from USASMA website, Directorate of Training and Development (DOTD), WLC.

NOTE:

NCOAs do not need to maintain hard copies if they have electronic access. NCOA may maintain the vault files on a removable electronic medium (e.g. CD-ROM or DVD-ROM).

Websites of InterestCurrent as of: November 23, 2005

[Keep in mind these sites can change location, URL, or be deleted for various reasons]

New to Old FM Number changes	http://www.atiam.army.mil/portal Library search
Army homepage	http://www.army.mil
To order television tapes/videos online	http://www.dodimagery.afis.osd.mil/davis .
ARs, Cirs, Pams, OFs, SFs, DD & DA Forms	http://www.usapa.army.mil
FMs, PBs, TCs & STPs (New to FM also)	http://www.adtdl.army.mil .
Leadership Counseling	http://www.counseling.army.mil
Acronym Finder	http://www.mtnds.com/af/
HRC Online	http://www.perscom.army.mil/
Army Center for Military History	http://www.army.mil/cmh-pg/
Army Training Support Center	http://www.atsc.army.mil/
HQDA WEB	http://www.hqda.army.mil/
TRADOC	http://www.tradoc.army.mil/
U.S. Army Homepage	http://www.army.mil/
U.S. Army Link	http://thearmylink.iwarp.com/
U.S. Army Installations (Links)	http://www.army.mil/public/installations.htm
U.S. Army Maneuver Support Center (MANSCEN)	http://www.wood.army.mil/
Army Doctrine & Training Digital Library (ADTDL) (Reimer Lib)	<u>Through</u> your AKO account.
The Way Ahead	http://www.army.mil/thewayahead/forward.htm/
ATRRS	http://www.atrrs.army.mil/
NCO Team	http://www.ncoteam.org
eSergeant	http://www.squad-leader.com/sergeant/index.shtml
Squad Leader	http://www.squadleader.com
Army Education	https://www.armyeducation.army.mil/
<u>Defense Supply Center Richmond</u> MAP	http://www.dscr.dla.mil/pc9/
Ordering	

NOTE: To review NEW versus OLD FM fielding, go to <http://www.atiam.army.mil> and click on search.

SAMPLE RISK MANAGEMENT WORK SHEET

(Appendix A, FM 100-14)

A. Mission or Task:		B. Date/Time Group Begin: End:		C. Date Prepared:	
D. Prepared By: (Rank, Last Name, and Duty Position)					
E. Task	F. Identify Hazards	G. Assess Hazards	H. Develop Controls	I. Determine Residual Risk	J. Implement Controls (How To)
K. Determine overall mission/task risk level after controls are implemented (circle one) <div style="display: flex; justify-content: space-around;"> LOW (L) MODERATE (M) HIGH (H) EXTREMELY HIGH (E) </div>					

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Appendix C

Index of Student Handouts

**This
Appendix
Contains**

This appendix contains the items listed in this table:

Item	Pages
Student Handout 1, Student Evaluation Plan NOTE: See items 1 and 2 below	SH-1-1
Student Handout 2, Advance Sheet Examination I	SH-2-1
Student Handout 3, Advance Sheet Army Physical Fitness Test (APFT)	SH-3-1
Student Handout 4, Advance Sheet Army Physical Fitness—Train the Trainer Test (T224)	SH-4-1
Student Handout 5, Advance Sheet Individual Training Test (T223)	SH-5-1
Student Handout 6, Advance Sheet Land Navigation Test (W226)	SH-6-1
Student Handout 7, Advance Sheet Demonstrated Leadership Performance Tests	SH-7-1
Student Handout 8, Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet	SH-8-2
Student Handout 9, Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet	SH-9-4

1. You must post a copy of Student Handout 1 and the Student Evaluation Plan for viewing/reading.
2. The WLC advance welcome packet **MUST CONTAIN A COPY** of the Student Evaluation Plan. These requirements apply to all components.

(REF: TR 350-70, Chap VI-7-5)

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STUDENT HANDOUT 1

Student Evaluation Plan

Overview	This student evaluation plan contains the information pertaining to WLC content and training support package evaluation criteria. It lists the course graduation requirements that students must meet to graduate from WLC.
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Student Responsibilities	<p>As a student you must strive to--</p> <ul style="list-style-type: none">• Conduct yourself in a professional manner at all times.• Be at your appointed place of duty at the appointed time.• Perform all work on your own, unless otherwise instructed.• Meet or exceed course graduation requirements.• Recognize your shortcomings and request assistance as needed.• Avoid actions that are prejudicial to others in the class.• Continuously progress academically.• Demonstrate motivation and a positive attitude.• Be personally responsible. <p>(REF: AR 350-1, para 3-18)</p>
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Course Structure	WLC is a non-MOS specific course, taught in an NCO Academy in a live-in environment atmosphere (within local constraints), using classroom instruction with practical application, followed by hands-on performance-oriented training that culminates in an extensive situational training exercise (STX). Small group leaders (SGLs) will assess your leadership potential and evaluate your ability to apply the lessons learned in the course while leading soldiers in a garrison and tactical environment.
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Course Length	The active component WLC is a 4-week, 2-day course, culminating with a 96 hour STX.
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Course Pre-requisites

1. Soldiers attending WLC must fall into the following priorities:
 - a. Priority One: Sergeants who are non-WLC graduates. The soldiers may or may not have a WLC waiver.
 - b. Priority Two: SPC/CPL promotable. Prioritize these soldiers in this category as follows:
 - (1) SPC/CPL (P) who has met the cutoff score.
 - (2) SPC/CPL (P) in MOSs that would have had additional promotions if more promotable SPC/CPLs had been available and identified as a “Star MOS” by monthly HRC Promotion Cut Off Scores Memorandums.
 - (3) SPC/CPL (P) in other MOSs serving in an authorized NCO position based on the highest number of promotion points.
 - (4) All other SPC/CPL (P) on a recommended list based on the highest number of promotion points.
 - c. Priority Three: SPC/CPL in leadership positions. To fill all WLC training seats, non-promotable SPCs with demonstrated leadership potential may attend WLC, only when the commands exhaust all other higher order of merit list categories.
2. Students must--
 - a. Meet height and weight standards.
 - b. Be eligible for reenlistment and recommended by their commander.
 - c. Have no misdemeanor crime of domestic violence (Lautenberg Amendment).
 - d. If age 30 or over, have completed a periodic physical exam within the last five years. The preexecution checklist (PEC) in Part I, Unit Preexecution checklist, line 10, must have the initials of the first line leader and the soldier. If the initials are missing, verify the physical data in AKO. NCOAs will deny enrollment to students over the age of 30 without proper verification of their physical.” Soldiers will no longer hand carry a copy of their physical.

(REF: AR 40-501, Chap 8, para 8-25; AR 350-1, Chap 3, para 3-7; AR 635-200, para 5-14, and TR350-10, Chap 2, para 2-6, MSG DASG-HS-AS, 30 November 2000, DA MSG, DAMO-TRI, 091624Z JUN 04, para 8)

**Enrollment
Requirements**

1. Soldiers reporting for training must have in their possession a completed and properly signed preexecution checklist. If a soldier reports for training without a checklist signed by himself and his commander, he has 72 hours from the report date to provide the checklist with appropriate attachments. NCOAs will return soldiers to their units who fail to provide the checklist within the time frame. The unit commander's signature on the preexecution checklist certifies that the soldier meets routine course prerequisites.
 2. A permanent designator of "3" or "4" must include a copy of DA Form 3349 and the results of the soldier's military medical review board (MMRB) as part of the course application. Soldiers who have been before an MMRB, or similar board, and awarded medical limitations allowing them to retain their occupational classification, may attend WLC and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.
 3. NCOAs will deny enrollment to soldiers who hold a temporary profile except for shaving or nonperformance profiles. Soldiers diagnosed as pregnant after enrollment may continue training, **provided** the attending physician determines the soldier may continue. Pregnant soldiers must provide a copy of the attending physician's recommendation. A soldier medically dismissed for pregnancy after enrollment may return to the course when the condition that led to the medical dismissal no longer exists.
 4. For students with permanent profiles, their profile must include an aerobic event. Soldiers with permanent profiles that permit an alternate APFT event must also meet course graduation requirements. For P3/P4 profiles, the profiling doctor and the approving authority doctor must sign the profile. The commander does not have to sign the profile unless he disagrees with the profile. The profiling doctor is the only signature required for P2 profiles. Soldiers with P2 profiles must also meet graduation requirements.
 5. Temporary Profile Exception: Commanders may send soldiers to WLC with temporary profiles due to their participation in OEF/OIF. Soldiers must arrive with a copy of their current temporary profiles and a memorandum signed by the commander stating the profile is a result of injuries sustained during their participation in OIF/OEF. The soldier will train within the limits of their profile.
 6. NCOAs will deny enrollment to soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisites requirements.
-

**Enrollment
Requirements,
continued**

(REF: AR 350-1, Chap 3, para 3-7; AR 635-200, para 5-14; TRADOC Reg 350-10, Chap 2, para 2-6, and DA MSG, R 251850Z JUL 01, DA WASHINGTON DC//DAMO-TR, SUBJECT: Clarification and Reinforcement of Army Training Policies; DA MSG, R 092054Z, SEP 04, SUBJECT: Selection and Scheduling of Soldiers for Army Schools.

**Course
Graduation
Requirements**

1. To achieve course graduation requirements, you must score 70 percent or higher (except Land Nav) on the following examinations and evaluations--
 - a. Written Examinations I, II, and III.
 - b. Army Physical Fitness Test (APFT) (IAW FM 21-20w/C1).
 - c. Physical Fitness Training (train the trainer) Evaluation).
 - d. Individual Training Evaluation.
 - e. Land Navigation Evaluation.
 - f. Two demonstrated leadership evaluations (garrison and tactical).
2. You will take the APFT as a graduation requirement. The commandant will arrange for you to meet APFT requirements while allowing one retest prior to graduation. If you fail the retest, it is a mandatory dismissal from the course for failure to meet APFT standards.
3. Soldiers attending WLC with less than 90 days from returning from OIF/OEF are exempt from taking the APFT. Annotate on the DA Form 1059 in the APFT remarks: GWOT.

(REF: DA MSG, R 251850Z JUL 01, DA MSG, DAMO-TRI, 091624Z JUN 04)

**Physical
Requirements**

1. Students must be able to meet the following physical requirements during the course (Exception: Soldiers with temporary profiles due to injuries received during participation in OIF/OEF:
 - a. Pass the APFT.
 - b. Negotiate rough terrain under varying climatic conditions.
 - c. Conduct, demonstrate, and lead physical fitness training.
 - d. Walk a minimum of 3200 meters with load carrying equipment (LCE) in a minimum of three hours.
 - e. Lift and carry all required packing list items (OCIE and CTA 50-900) for short distances.
 - f. Carry a 50 pound combat load containing mission essential equipment. (helmet, weapon, LCE, uniform are part of the 50 Lbs)
-

**Physical
Requirements,
continued**

- g. Occasionally lift and carry fuel, water, ammo, MREs, or sandbags.
- h. Low crawl, high crawl, and rush for three to five seconds.
- i. Move over, through, and around obstacles.
- j. Carry and fire individually assigned weapon IAW applicable regulatory guidance.
- k. Don Mission-Oriented Protective Posture (MOPP) gear.

2. Commandants may not supplement these course graduation requirements.

**Retest
Procedures**

1. If you fail any initial examination/performance evaluation, you will receive remedial training and one retest of the appropriate test.
2. Should you fail the initial APFT, you will receive remedial training and one retest.
3. NCOAs will annotate your retest scores in your student course records along with counseling and remediation documentation. However, if you require and pass a retest, you will receive the minimum passing score for that event. Furthermore, you will not be able to compete for class honors consideration.
4. If you receive two failing scores (one initial test and one retest) on any single exam/performance evaluation, the commandant must dismiss you from the course.
5. Due to the strict regiment of the course training, commandants must dismiss you if you fail a second retest, after a successful appeal.

(REF: TR 350-10, Chap 2, para 2-9a and b)

**Student
Dismissal**

To protect students from unfair or illegal practices, commandants--through precise proceedings--must determine whether or not to dismiss students whose--

- Personal conduct is such that their continuation in the course is not appropriate.
- Academic progress, demonstrated motivation, attitude, or conduct is prejudicial to others in the class.
- Actions make it extremely unlikely they can successfully meet the standards for course graduation.

(REF: AR 350-1, para 3-18)

**Exam Reference
Material**

1. All written examinations are open book and will require you to apply knowledge to solve problems in an environment that simulates your duty position.
 2. The test examiner will allow you to use any reference material available to you during the exam, for example: computers with publications stored, student handouts, publications issued for the course, personal notes, and calculators. These are subject to the following restrictions (Items a and b below are at the commandant's discretion):
 - a. You must not damage recoverable publications. This means that students will **not** TAB, fold, crease, highlight, or write on pages of **recoverable** publications. You may, however, TAB recoverable reference material with a nonpermanent adhesive tab, such as a Post-it notes or other means that will not mark or damage the publication.
 - b. You may highlight and make marginal notes only on **non-recoverable** reference material.
 - c. You may **not** have cell phones or beepers while testing.
 - d. You may use computers issued by the NCOA that has references stored on them. Computers may not have the ability to communicate with other student computers.
 3. All the material you use during the examination must be your own or NCOA issued material during the examination. You may not use material written by another student.
 4. The intent is to ensure that you know the lesson material and how to research and find the correct answer.
-

**Student
Developmental
Counseling
Requirements**

1. Developmental counseling is a means of assisting and developing students and subordinates. Your SGL will counsel you in regards to--
 - a. Negative and positive performance.
 - b. Working as a team member.
 - c. How well or how poorly you are performing.
 - d. Attaining required standards.
 - e. Setting personal and professional goals.
 - f. Resolving personal problems.
 - g. Conducting self-assessments.
-

**Student
Developmental
Counseling
Requirements**

2. Feedback is essential for you to know how you are performing and where you stand in the course. All counseling must explain your progress to date. Small group leaders will conduct the following counseling as a minimum:

- a. Initial counseling using reception and integration counseling. This counseling should determine whether you have any personal problems or outside distracters that would interfere with your completing the course. This session must include the statement “I will not acquire or provide inappropriate assistance before or during any test except as instructed (i.e., group activities) and will report any such inappropriate assistance before, during, or after the test administration.” This eliminates the DA Form 5160 requirement.
- b. After any test/retest failure.
- c. Midcourse developmental counseling-progress to date.
- d. Comprehensive end-of-course counseling.

3. The SGL will use the results of the developmental counseling process to determine ratings for your AER and course academic records and reports.

4. This CMP does not limit SGLs to the general indicators in FM 22-100, App B, but SGLs should be precise, objective, and fair in the developmental counseling process.

(REF: TR 350-10, Chap 2, para 2-7g, TR 350-18, Chap 3, para 3-29, and FM 22-100, App B and App C)

NOTE: Counseling records play a major role in the event of favorable or unfavorable administrative personnel actions.

**Student
Recognition**

1. All students who meet course completion criteria receive a training proponent diploma. Diplomas must contain, as a minimum: Student's full name, rank, complete course title, course identification number, beginning and completion dates of the course, and number of class hours.

2. Commandants will recognize the following graduates in support of AR 600-8-19, Chap 3, para 3-50c, that awards promotion points for--

- a. Distinguished honor graduate (15 promotion points).
- b. Distinguished leadership award (10 promotion points).
- c. Commandant's list (5 promotion points).

(REF: TR 350-18, Chap 3, para 3-3 and 3-30 and TR 350-10, Chap 2, para 2-7g(5) and para 2-16d)

**End of Course
Critique**

You must complete and submit an end-of-course critique questionnaire for the course. The SGL will ensure you accomplish this as close as possible to the end of the course. Commandants **will not** require you to provide any identification data on the critique form.

(REF: CMP Chap 2, p 2-4)

**Training Support
Package TSP)
Synopsis**

The following tables provide a brief synopsis of the Training Support Packages (TSP)--

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
A201, Inprocessing/ APFT/ Weigh-in	Students receive advance sheets, required publications, administrative processing, and height and weight evaluation. Students must take the APFT as a graduation requirement. Commandants will arrange for students to meet the APFT requirements while allowing for one retest.
A202, Outprocessing	A202 allocates time for the purpose of outprocessing students at the conclusion of WLC.
A204, Graduation	A204 allocates time for the purpose of conducting a formal graduation where the commandant and cadre can present students with honors and diplomas.
L221, Army Leadership	During this lesson students will learn some basic information concerning Army leadership: framework of leadership, What a Leader Must Be, Know, Do, The Human Dimension Role in Leader Development, The Four Direct Leadership Skills, The Three Direct leadership Actions, Maintain Discipline, and the DOD Policy on Homosexual Conduct and Anti- Harassment.
L228, Conduct Developmental Counseling	Students will learn the fundamentals and techniques of developmental counseling. They will prepare for and conduct a subordinate-centered counseling session producing a plan of action that focuses the subordinate on individual and unit goal accomplishment.
L230 The Army Writing Style	This lesson introduces the student to the Army writing style. The student will learn how effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.
L231, Commandant's Orientation	The commandant welcomes the new students and provides them an orientation and briefing on the local SOP. His welcome includes a safety briefing and standards of conduct expected while attending the course and introduces the staff and faculty. He also explains WLC graduation requirements, NCOA standards, and local command policies. (Developed by local academy commandant).
L232, Introduction to WLC	SGLs will provide the students an overview of the WLC and explain the objectives and course standards. They also discuss the course's content, explain the small group process, and cover study requirements and techniques.
L233, ID the Historical Progression and Significant Contributions of the NCO	This lesson teaches the student the historical progression and significant contributions that the NCO has made as he existed during the pre-Revolutionary War period, Revolutionary War, War of 1812, Civil War, World War I, World War II, Korean War, Vietnam War, Operation Just Cause, Desert Storm, and Enduring Freedom.
L234, NCO Evaluation Report	Students will learn how to perform the duties as a rater of a subordinate soldier using the NCO Counseling Checklist/Record (DA Form 2166-8-1) and the Noncommissioned Officer Evaluation Report (NCO-ER) DA Form

2166-8).

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
L235, Sexual Assault	This lesson teaches the students the Army's sexual assault prevention and response program. They will learn about: sexual assault trends in the Army, chain of command responsibilities, types of sexual assault and influencing factors, right of victims and alleged perpetrators, individual responsibilities, procedures for timely reporting, and resources available for victims.
T221, Risk Management	This lesson teaches the students how to implement the risk management process to minimize the frequency and severity of accidents in the activities they will lead. They will learn the basic principles required to implement risk management, the five steps of risk management, the human behaviors that affect mission readiness, and the hazards associated with fratricide.
T222, After Action Review (AAR)	Students will learn how to conduct an AAR and the importance of the AAR process, by allowing all participants in an exercise to provide input into how well an exercise went, what the purpose of the training was, what went right, what went wrong, and how to improve.
T223, Training Management	This lesson will provide a basic introduction to battle focused training. Students will learn the Army's nine principles of training, training doctrine, Mission Essential Task List (METL) development process, training planning process, and requirements for training execution. Also, the student will learn the NCO's training responsibilities, preparation necessary to conduct individual training, and training execution considerations. Students will prepare and conduct individual training.
T224, Physical Fitness, Train the Trainer	Students will learn the techniques and procedures needed to conduct the Army's physical fitness program. This lesson's primary focus is to enhance the students' knowledge of physical fitness and how to conduct a variety of fitness training exercises. This lesson offers the students the opportunity to actually perform the different exercises.
T226, Supervise the Implementation of Preventive Medicine Policies	This lesson provides the students some of the most important aspects of training their subordinates in the medical threat and principles of preventive medicine measures. It teaches them that as an NCO it is their responsibility to ensure their soldiers remain healthy during field operations. Students will learn preventive medicine measures for heat injuries, cold injuries, insects, poisonous plants and fruits, food and waterborne diseases and illnesses, noise hazards, and toxic chemicals (non-NBC). Students will also learn to monitor their subordinates' personal hygiene and physical and mental fitness.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
W221, Map Reading	This lesson provides the student with reinforcement training of some of the skill level one map reading skills and land navigation skills. The lesson will also teach the more complex skill level one skills. This lesson is a foundation for the land navigation lesson later in the course. Students will learn how to determine elevation, orient a map using a lensatic compass, determine direction, covert azimuths, determine polar coordinates, and learn intersection and resection techniques.
W222, Combat Orders	This lesson will teach students their troop-leading procedures and three types of combat orders--warning order, operation order, and fragmentary order. They will also learn the importance of and what they must concern themselves with while conducting precombat checks. Students will learn to implement a squad level combat order by conducting troop-leading procedures, conducting precombat checks, and interpreting the commander's intent of a combat order.
W223, Conduct Movement	Students will learn some basic techniques and procedures used to employ a squad-sized element in combat. They will learn the basics of moving a squad/team--using hand and arm signals--using the appropriate movement techniques in the proper movement formation based on the tactical situation. Students will also learn how to select a movement route using a map, conduct actions at danger areas, conduct security during movement and at halts, and enforce detection prevention measures.
W224, Occupy an Assembly Area	Students will learn the procedures required to occupy an assembly area. They will learn how to prepare to occupy the area, move to the area, establish security, and defend an assigned sector.
W225, Combat Operations	Students will learn the basics of leading a team/squad in basic combat operations by reacting to contact, breaking contact, reacting to an ambush (far and near), conducting a hasty attack, reacting to indirect fire, and exiting a vehicle in a blocked/unblocked ambush.
W226, Land Navigation	Students will utilize the skills they learn from this lesson, coupled with the skills they learned in the map reading and conduct movement lessons, to navigate from one point on the ground to another point while dismounted using a lensatic compass during day and night. Students will take a performance examination where they must find a minimum of three of four points to graduate from WLC.
W227, Situational Training Exercise	Soldiers will participate in an end-of-course situational training exercise. SGLs will assign students to leadership positions where they will lead a section/squad. SGLs will evaluate the students in their leadership abilities and on how they use their troop-leading procedures and other leader skills they learned in the course.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
W228 Tactical Operations Reports	This lesson teaches the student the format and use of the SPOTREP, Situational Report (SITREP), Unexploded Ordnance (UXO) Report, and the Call for Fire/Adjust Indirect Fire reports. The student will utilize the reports during the situational training exercise at the end of the course.
W229 React to Possible Improvised Explosive Device	This lesson provides the students with a base of knowledge of what improvised explosive devices (IED) are made up of, where they are set, and how the enemy employs them and the actions to take when a possible IED is found, to include reporting the find using the unexploded ordnance report (UXO).
W230 Casualty Evacuation	This lesson covers the basic fundamental procedures soldiers must follow to rescue, plan, and assist with the safe, effective evacuation of injured and wounded soldiers on the battlefield. Students will learn that the basic principle of first aid is to evaluate the casualty's injuries and administer first aid before moving them.
S201, Study Hall	Study hall provides students time to adequately study and prepare for the next day's lessons. The study hall allows an SGL to recognize and assist students in correcting poor study habits. In addition, students who require remedial training will have time to receive assistance from peers and the SGL.
S202, Training Support Activities	The commandant uses these hours at his discretion for retraining/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness retesting and sustainment, and other non-program of instruction (POI) hours that require instructor contact hours (ICH).
S203, Student Counseling	SGLs use these hours for reception and integration counseling, mid course counseling, end of course counseling, and additional counseling as required.

**WLC Course
Map**

1. Commandants are the masters of their training schedules. However, there are certain lessons that NCOAs must teach in order. See below.

2. Teach the following TSPs in the order shown below: Note: PE = Performance Exam, WE = Written Examination.

LDRSHIP TSPs	Exam		WARFIGHTER TSPs	Exam
L231	NA		W221	PE
L232	NA		W222	PE
T221	PE		W223	PE
T222	PE		W224	PE
L221	WE01		W225	PE
L228	WE01		W226	PE
L234	WE01		W228	PE
			W229	PE
			W230	PE
			W227	PE

3. The following TSPs do not require any specific order of instruction. Some are not testable, while others require a performance evaluation. NCOAs must also teach them prior to W227:

TSP	Exam
L230	NA
L233	NA
L235	NA
T224	PE
T226	NA

**WLC Course
Map,
cont**

The following tables contain a TSP peacetime training sequence. NCOAs may vary from this sequence; however, they must ensure they teach the requisite TSPs prior to testing students. See TSPs for prerequisite lessons. Below by the times, (s) = Small Group, (p) = Performance Exercise, (t) = Performance test. WE = Written Exam, * = Footnote (See footnotes on next page)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
A201 8.0	A201 1.0	A201 APFT 3.0	T224 1.0	T224 1.0	T224 1.0
S203 2.0	L232 2.0	L221 5.0	L222 4.0	L228 5.0	L234 4.0
S201 1.0	L230 2.0	S201 1.0	L230 2.0	L235 2.0	L233 2.0
L231 1.0	T224 3.0		S201 1.0	S201 1.0	S201 1.0
	S201 1.0				
12.0	9.0	9.0	8.0	9.0	8.0
DAY 7	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0	T224 1.0	T224 1.0	T224 1.0	T224 1.0	T224 1.0
WOE1 2.5	T223 6.0	T223 4.0	S202 4.0	W221 3.5	W221 4.5
T222 2.0	S202 3.0	T226 2.0	W221 5.0	W222 4.0	W223 3.0
T223 2.0	S201 1.0	S201 1.0	S201 1.0	S202 1.0	S201 1.0
S201 1.0					
8.5	11.0	8.0	11.0	9.5	9.5
DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	DAY 18
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0	T224 1.0	Prep for STX 12.0	W226 10.5	W226 4.0	W223 3.0
W224 2.0	W226 1.5	Deploy to STX site			W224 2.0
W225 2.0	W229 1.0				W225* 4.0
W228 2.0	W230 2.0			S202 5.0	
S201 1.0	S203 3.0				
	S201 1.0				
8.0	9.5	12.0	10.5	9.0	9.0
DAY 19	DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
W225 5.0	W227 16.0	W227 16.0(p)	W227 16.0(p)	W227 16.0(p)	W227 16.0(p)
W230 1.0					
S203 3.0					
9.0	16.0	16.0	16.0	16.0	16.0
DAY 25	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
W227 16.0(t)	Rtn to Garrison	S203 3.0	A202 3.0	S202 8.0	A204 2.0
	Recovery	S202* 9.0			
	S203 3.0		S202 5.0		
16.0	12.0	12.0	8.0	8.0	2.0

*See Footnotes on following page.

**Footnotes to
WLC Course
Map (Active
Component)**

DAY 1: A201 in processing time (may not take up to nine hours).
S203 initial counseling may take place during the same hours as in-processing.

DAY 7: WOE1 is the only written examination.

DAY 8, 10, 17 and 26: S202 use this time for students who require remedial retraining and retesting.

DAY 14 and 19: S203 may conduct mid-term counseling.

DAT 27, 28 and 29: Recovery and turn-in of equipment..

DAY 26 and 27: S203 end-of-course counseling..

DAY 30: Graduation

**Army Lessons
Learned**

1. Once a week SGL's will review the Center for Army Lessons Learned (CALL) website, <http://call.army.mil>, for current lessons learned and current events that pertains to the lessons learned.
 2. SGLs will generate a discussion form the information gathered from the CALL website with the group, not to exceed 15 minutes.
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STUDENT RECORD OF TRAINING

STUDENT RANK/NAME (Last, First MI):				SSN:		STUDENT #	
SGL NAME:				SQUAD:		CLASS:	
TEST / PERFORMANCE EVALUATED	Initial Score (0 - 100)	Rating (Superior Satisfactory Unsatisfactory)	1st Retest Score (70% Max)	1st Retest Rating (Satisfactory/ Unsatisfactory)	(Based on App'd Rebuttal) 2d Retest Score (70% Max)	2d Retest Rating (Satisfactory/ Unsatisfactory)	
Written Exam I							
APFT							
PT (Performance Evaluation)							
Individual Training Session							
Land Navigation							
Leadership (Garrison)							
Leadership (Tactical)							
Total							
Average							
Unsatisfactory (0% - 69%) Satisfactory (70% to 89%) Superior (90% - 100%)							
Remarks: (e.g. Commandant's List, Distinguished Honor Graduate, Leadership Award)							
NOTE: <ol style="list-style-type: none"> 1. For the APFT, see the APFT Academic Conversion Chart at TAG-2-3, this appendix. 2. Award students passing retest 70% for grade averaging. However, record the final retest score in the student's record to establish the level of proficiency attained. (Students do not qualify for class honors if they must retest in any area listed above.) 3. See the Performance Step Evaluation Conversion Chart (page CC-8-1) to convert the steps in the performance evaluations for PT, Land Navigation, Individual Training, and Leadership (garrison and tactical) to a grade. 							
SGL Signature/Date				Student Signature/Date			

STUDENT HANDOUT 2

Advance Sheet Examination I

**Student
Instructions**

1. For the examination, you--
 - a. Must have your own references for the examination (no sharing).
 - b. May use advance sheets, practical exercises, appropriate publications issued for the course, and personal notes.
 - c. May **NOT** have cell phones, or beepers in your possession while testing.
 - d. May use computers issued by the NCOA that has references stored on the computer. Computers may not have the ability to communicate with other students' computers.
2. You must bring to class--
 - a. Two #2 pencils with erasers.
 - b. All references issued for the below listed lessons.

Examination

1. This examination consists of 25 questions. Each question has a value of four points. Answering 18 questions correctly will give you the minimum passing score. A passing score is a graduation requirement.
2. You will have 120 minutes to complete the test. After the test your instructor will discuss the correct answers during a 30-minute after action review.
3. This examination tests your knowledge of the following lessons:
 - a. L221, Army Leadership
 - b. L228, Conduct Developmental Counseling
 - c. L230, The Army Writing Style
 - d. L234, NOC Evaluation Report

Retest

In the event you fail the initial examination, you will receive remedial training and one retest.

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STUDENT HANDOUT 3**Advance Sheet Army Physical Fitness Test (APFT)****APFT Test Requirements**

-
1. You must take the initial APFT as a graduation requirement.
 2. SGLs will administer the APFT IAW FM 21-20, Chap 14.
-

Student Instructions

-
1. The following ratings apply towards graduation and honors:
 - a. 0-179 rates UNSATISFACTORY.
 - b. 180-259 rates SATISFACTORY.
 - c. 260-300 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
 2. If you possess a permanent profile, the following procedures apply:
 - a. For the sit-up and/or push-up events you will receive 60 points for each event waived and use the actual score for each event taken. You must qualify on the 2-mile run or approved alternate aerobic event test.
 - b. If you take an alternate event for the 2-mile run and receive a GO, you receive a score for that event equal to the average of the scores for push-up and sit-up events.
-

Retest

In the event you should fail the initial APFT, you will receive remedial training and retest one time prior to the end of the course. You must retake the entire APFT. A failure of the retest initiates dismissal procedures.

APFT ACADEMIC CONVERSION CHART

UNSAT		202	75.50	227	81.75	252	88.00	276	94.00
0-179	69.75	203	75.75	228	82.00	253	88.25	277	94.25
SAT		204	76.00	229	82.25	254	88.50	278	94.50
180	70.00	205	76.25	230	82.50	255	88.75	279	94.75
181	70.25	206	76.50	231	82.75	256	89.00	280	95.00
182	70.50	207	76.75	232	83.00	257	89.25	281	95.25
183	70.75	208	77.00	233	83.25	258	89.50	282	95.50
184	71.00	209	77.25	234	83.50	259	89.75	283	95.75
185	71.25	210	77.50	235	83.75	SUPERIOR		284	96.00
186	71.50	211	77.75	236	84.00	260	90.00	285	96.25
187	71.75	212	78.00	237	84.25	261	90.25	286	96.50
188	72.00	213	78.25	238	84.50	262	90.50	287	96.75
189	72.25	214	78.50	239	84.75	263	90.75	288	97.00
190	72.50	215	78.75	240	85.00	264	91.00	289	97.25
191	72.75	216	79.00	241	85.25	265	91.25	290	97.50
192	73.00	217	79.25	242	85.50	266	91.50	291	97.75
193	73.25	218	79.50	243	85.75	267	91.75	292	98.00
194	73.50	219	79.75	244	86.00	268	92.00	293	98.25
195	73.75	220	80.00	245	86.25	269	92.25	294	98.50
196	74.00	221	80.25	246	86.50	270	92.50	295	98.75
197	74.25	222	80.50	247	86.75	271	92.75	296	99.00
198	74.50	223	80.75	248	87.00	272	93.00	297	99.25
199	74.75	224	81.00	249	87.25	273	93.25	298	99.50
200	75.00	225	81.25	250	87.50	274	93.50	299	99.75
201	75.25	226	81.50	251	87.75	275	93.75	300	100.00

- NOTE:**
1. Soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and the actual score for each event taken. Soldiers must qualify on the 2-mile run or approved alternate aerobic event test. (A score of 180 must include all three events score.)
 2. Soldiers taking an alternate event for the 2-mile run who receive a GO will receive a score for that event equal to the average of the scores for the push-up and sit-up events.
 3. The above chart has a weight of 100 percent as its basis.
 4. There is no academic rating for a soldier exempt from the APFT for GWOT. Therefore, it is not part of the academic averaging.
-

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STUDENT HANDOUT 4

Advance Sheet Army Physical Fitness--Train the Trainer Test (T224)

**Students
Instructions**

1. This performance test measures your ability to properly conduct an Army physical fitness training session.
2. You and your fellow classmates must plan a PT session and correctly perform 16 or more of the 23 performance steps overall to achieve a GO. Although you are leading the PT session with your fellow classmates, your SGL will grade you separately. A GO is a graduation requirement. You have 50 minutes, plus or minus 10 minutes, to complete this performance evaluation test.
3. You must--
 - a. Form an extended rectangular formation.
 - b. Lead the PT group in warm-up exercises.
 - c. Lead a PT session that includes at least one push-up/sit-up, improvement exercise, or an aerobic event.
 - d. Conduct a cool-down, and reassemble the group into a normal interval formation.
4. The following ratings apply toward graduation and honors. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps:
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
5. You may correct erroneous commands without penalty by using the command of "As you were," prior to the command of execution, making the correction, and then continuing. You may **NOT** use notes/cue cards during the evaluation.

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest. You must retake the entire test. A failure of the retest initiates dismissal procedures.

Advance Sheet Army Physical Fitness Performance Test Sheet (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:		CLASS NO:	
Performance Step		Initial Test Date:		Retest Date:	
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Squad, ATTENTION.					
Extend to the left, MARCH.					
Arms downward, MOVE.					
Left, FACE.					
Extend to the left, MARCH.					
Arms downward, MOVE.					
Right, FACE.					
From front to rear, COUNT OFF.					
Even numbers to the left, UNCOVER.					
CONDUCT WARM-UP:		GO	NO GO	GO	NO GO
Identify each stretching exercise.					
Leads group in execution of stretches.					
Holds stretch for 10-15 seconds/rotations 5-10 seconds.					
Conduct warm-up for 5-7 minutes/focuses on muscles targeted.					
LEAD EXERCISE SESSION:		GO	NO GO	GO	NO GO
Prepared / organized / confident / knowledgeable.					
Provides sufficient training intensity.					
Avoids extreme formality that emphasizes form over substance.					
Avoids long rest periods that interfere with progress.					
CONDUCT COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch.					
Leads group in execution of each stretch.					
Executes stretch for proper length of time (12 sec or more).					
Cool-down performed adequately (5-7 minutes - on muscles used).					
END SESSION:		GO	NO GO	GO	NO GO
Squad, ATTENTION.					
Assemble to the right, MARCH.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=78% -6=74% 7=70%		Unsatisfactory -8=65%	

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STUDENT HANDOUT 5**Advance Sheet Individual Training Test (T223)**

**Student
Instructions**

1. This performance test measures your ability to properly conduct a training session.
 2. During the last hour of instruction, I assigned you an individual task to train to standard. You will--
 - a. Train this task to standard to your fellow soldiers.
 - b. Have 30- minutes to rehearse the training at which time the SGL will provide you feedback.
 - c. Train the task in 30 minutes (plus or minus 10 minutes).
 - d. Use study time to prepare.
 - e. Follow the procedures in FM 7-1 (Battle Focused Training) in the preparation and conduct of the training.
 - f. Need all reference material supplied for this lesson.
 - g. Notify your SGL if you should require additional training aids.
 - h. Conduct and complete a Risk Management Worksheet for the task you train IAW FM 100-14. Brief the risk assessment prior to the training session.
 3. You must correctly perform 14 or more of the 20 performance steps overall to achieve a GO. A GO is a graduation requirement.
 4. You derive at your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent
 5. The SGL will provide you with the exact time and date you must present your training session.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest. You must retake the entire test. A failure of the retest initiates dismissal procedures.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):					STUDENT NO:		
SGL RANK & NAME:				SQUAD:		CLASS NO:	
INDIVIDUAL TASK:							
Performance Step				Rehearsal Date		Init. Test Date	
PREPARATION FOR TRAINING:				GO	NO GO	GO	NO GO
Task review							
Planned the training							
Trained the assistant instructor / demonstrator if applicable							
Performed site reconnaissance							
Implemented hazard controls							
Issued training plan							
Rehearsed							
Conducted pre-execution checks							
PRESENTATION OF TRAINING:				GO	NO GO	GO	NO GO
Prepared Soldiers for training							
Stated task, conditions, and standards from T&EO							
Briefed risk assessment, safety requirements, environmental conditions							
Demonstrated task to standard from T&EO							
PERFORMANCE OF TRAINING:				GO	NO/GO	GO	NO/GO
Restated conditions and standards							
Evaluated each Soldier's ability to perform task to standard IAW T&EO							
Recorded the results of the training							
CONDUCT OF AAR:				GO	NO/GO	GO	NO/GO
Reviewed the planned training event							
Established what happened							
Determined what was right or wrong							
Determined how to do it better next time							
Conducted or scheduled retraining and re-execution of task to standard							
NO GO RATING TABLE				Score		Score	
Superior -0=100% -1=95% -2=90%		Satisfactory -3=85% -4=80% -5=75% -6=70%		Unsatisfactory -7=65%			
Strength: (Use back of page)				Weakness: (Use back of page)			
REHEARSAL	BUDDY Signature			Student Signature			
INITIAL TEST	SGL Signature			Student Signature			
RETEST	SGL Signature			Student Signature			

Individual Training
Performance Test Sheet (T223), cont

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

ADDITIONAL COMMENTS:

Acknowledgements:

Evaluator's Signature: _____

Student's Signature: _____

STUDENT HANDOUT 6**Advance Sheet Land Navigation Test (W226)**

**Student
Instructions**

1. You will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course tests your ability to apply fundamental map reading and land navigation techniques.
 2. You must plot and locate at least three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent and a GO. A GO is a graduation requirement. Should you fail, you will receive one retest and must complete the performance steps in their entirety.
 3. The following ratings apply towards graduation and honors:
 - a. 0-50 rates UNSATISFACTORY.
 - b. 75 rates SATISFACTORY.
 - c. 100 rates SUPERIOR.
 - d. Retest rates as SATISFACTORY with a maximum score of 70 percent.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest. You must retake the entire test. A failure of the retest initiates dismissal procedures.

LAND NAVIGATION PERFORMANCE EVALUATION ANSWER SHEET (W226)

Student Name:	Signature:	Date:
Student #:	Initial:	
Rank:	Retest:	
SGL Name:	Comments:	
First Start Point:		
		First Test
Land Navigation Course	GO	NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Overall Evaluation Results		
Second Start Point:		
		First Test
Land Navigation Course	GO	NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Overall Evaluation Results		

**NOTE TO
STUDENT**

1. All work is an individual student effort.
2. You may not work with or coordinate with another student.
3. You must personally visit each point you indicate on your Performance Evaluation Test Sheet.

REMARKS:

STUDENT HANDOUT 7

Advance Sheet Demonstrated Leadership Performance Tests

Instructions to Students

1. You will serve in a leadership position at least once in garrison and at least once during the STX. In these positions you must demonstrate your ability to effectively lead soldiers. Your SGL will evaluate you and in order to receive a go, you must perform--
 - a. Twelve or more of the sixteen steps in your garrison leadership evaluation.
 - b. Thirty-nine or more of the fifty-six steps in Part I and six of the nine steps in Part II, Overall Evaluation. Students must pass both parts.
2. You derive at your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors. **Note:** Part II does not follow this rule. Deduct 10 pts for each block marked UNSAT.
 - g. 0-69 rates UNSATISFACTORY.
 - h. 70-89 rates SATISFACTORY.
 - i. 90-100 rates SUPERIOR.
 - j. Retest is SATISFACTORY with a maximum score of 70 percent.

NOTE: For the tactical evaluation, to derive at an academic score, total up the number of correct responses in Parts I and II (Overall Evaluation) and divide by 65.

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest. You must retake the entire test. A failure of the retest initiates dismissal procedures.

Performance Steps

The following tables identify the leadership performance indicators your evaluation will consist of in garrison and during the STX:

Advance Sheet Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE INDICATORS:			INITIAL		RETEST	
ARMY VALUES			GO	NO GO	GO	NO GO
Loyalty	Participated fully while in leadership position; Committed to squad's goals; Followed command guidance; Worked within the system without manipulating it for personal gain.					
Duty	Fulfilled obligations; Carried out mission requirements; Met professional standards; Set the example; Complied with policies and directives; Pursued excellence.					
Respect	Treated squad with respect; Created a climate of fairness and equal opportunity; Discreet and tactful; Showed concern for well-being of soldiers; Didn't take advantage of position.					
Selfless Service	Put welfare of squad and fellow soldiers ahead of his own; Sustained team morale; Shared in team's hardships; Gave credit for success to others; Accepted responsibility for actions.					
Honor	Lived up to and demonstrated Army values; Completely honest and accepted nothing less from others.					
Integrity	Did what was right legally and morally; Possessed high personal moral standards; Honest in word and deed; Showed good moral judgment and behavior; Placed being right ahead of being popular.					
Personal Courage	Demonstrated physical and moral courage; Took responsibility for decisions and actions; Accepted responsibility for mistakes and shortcomings.					
INFLUENCING			GO	NO GO	GO	NO GO
Communi- cation	Displayed good oral, written, and listening skills; Persuaded others; Expressed thoughts and ideas clearly to individuals and groups.					
Decision Making	Employed sound judgment and logical reasoning; Plans were logical and thorough; Made good decisions in unexpected situations; Acted in the absence of guidance; Followed up on assigned tasks; Took corrective action.					
Motivating	Inspired and encouraged others; Kept a positive attitude; Provided accurate, timely and positive feedback; Challenged others to excel; Encouraged others to improve; A motivated participant in the classroom.					
OPERATING			GO	NO GO	GO	NO GO
Planning/ Preparing	Successfully planned and prepared training class; Ensured available resources were available to conduct training class; Conducted the training within the intent of the SGL's instructions.					
Executing	Used technical and tactical skills to meet task requirements; Executed plans and adjusted as needed; Kept track of people and equipment; Adapted to any situation.					
Assessing	Conducted AAR to identify lessons learned; Observed and assessed actions in progress; Used assessments to improve.					
IMPROVING			GO	NO GO	GO	NO GO
Developing	Set the example--Personal appearance, displaying high standards off duty; Worked to improve self, others, and squad; Coached others with weaknesses; Encouraged initiative; Contributed to a positive organizational climate; Improved on weaknesses.					
Building	Promoted and encouraged teamwork and achievement; An example of a team player; Fostered a healthy ethical climate; Supported unpopular decisions as though they were his own; Encouraged others to work with each other.					
Learning	Learned from AARs and sought self-improvement in weak areas; Applied lessons learned; Asked questions.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.			SCORE:		SCORE:	
Superior -0=100% -1=94%			Satisfactory -2=88% -3=81% -4=75%			Unsatisfactory -5=69%

INSTRUCTOR'S GUIDE FOR EVALUATION OF TROOP LEADING PROCEDURES

Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet			
Student Name:		#:	Signature: Date:
Rank:	SGL Name:	LDRSHP Position evaluated:	
PERFORMANCE ASSESSMENT			GO
PHASE I TROOP-LEADING PROCEDURES			NO GO
RECEIVE THE MISSION			
<p>a. STEP 1. Receive the Mission. The leader may receive the mission in a warning order, an operation order (OPORD), or a fragmentary order (FRAGO). The leader immediately begins to analyze it using the factors of METT-TC:</p> <ul style="list-style-type: none"> • What is the MISSION? • What is known about the ENEMY? • How will TERRAIN and weather affect the operation? • What TROOPS are available? • How much TIME is available? • What role does civil consideration play? <p>(1) The leader should use no more than one third of the available time for planning and for issuing an operation order. The remaining two thirds is for subordinates to plan and prepared for the operation. Leaders should also consider other factors such as available daylight and travel time to and from orders and rehearsals. In the offense, the leader has one third of the time from the receipt of the mission to the unit's Line of Departure time. In the defense, one third of the time from mission receipt the squad or platoon must be prepared to defend.</p> <p>(2) In scheduling preparation activities, the leader should work backwards from the LD or defend time. This is reverse planning. The leader must allow enough time for the completion of each task.</p>			
a. Acknowledged receipt of Plt Leader WARNO.			
b. Demonstrated understanding mission and commander's intent.			
c. Executed leadership competencies appropriate to receipt of mission. (Visualization of the commanders' intent):			
<ul style="list-style-type: none"> • Soldier analyzed and described the mission using factors of METT-TC. 			
<ul style="list-style-type: none"> • Soldier executed the proper procedures for mission accomplishment based on METT-TC analysis. 			
<ul style="list-style-type: none"> • Soldier applied one third time planning the operations order and two thirds time for subordinates to plan and prepare for operations and rehearsals. 			
<ul style="list-style-type: none"> • Soldier prepared a backwards or reverse plan for the defense time. 			
TOTAL NUMBER OF NO GOs			
RATING			
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 – 83.34%	2 = 66.68%

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
ISSUE SQUAD WARNO					
b. STEP 2. Issue a Warning Order. The leader provides available information in a warning order. The warning order contains enough information to begin preparation as soon as possible. Platoon SOPs will prescribe who attends all warning orders and the actions they must take upon receipt: for example, drawing ammunition, rations and water, and checking communications equipment. The warning order has no specific format. One technique is to use the five-paragraph OPORD format. The leader issues the warning order with all the information available at the time. The leader provides updates as often as necessary. The leader never waits for more information to fill out a warning order for the mission or nature of the operation. <ul style="list-style-type: none"> Who is participating in the operation? Time of the operation. Time and place for issuance of the operation order. 					
a. Issued WARNO to entire squad.					
b. Explained mission and commander's intent.					
c. Executed leadership competencies appropriate to issuing a warning order (visualization of the mission or nature of the operation).					
<ul style="list-style-type: none"> Soldier analyzed and described the warning order and the actions they must take upon receipt, for example: drawing ammunition, rations and water, and checked communications equipment. 					
<ul style="list-style-type: none"> Soldier demonstrated the proper usage of the five paragraph OPORD format. 					
<ul style="list-style-type: none"> Soldier prepared the warning order as information became available. 					
<ul style="list-style-type: none"> Soldier applied updates to the warning order as needed with who would participate in the operation, time of operation, and place of operation. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%		

PERFORMANCE ASSESSMENT (Continued)	GO	NO GO
<p>MAKE A TENTATIVE PLAN</p> <p>c. STEP 3. Make a Tentative Plan. The leader Developed an estimate of the situation to use as the basis for the tentative plan. The estimated is the military decision making process. It consists of five steps: detailed mission analysis, situation analysis and course of action development, analysis of each course of action, comparison of each course of action, and decision. The decision represents the tentative plan. The leader updates the estimate continuously and refines the plan accordingly. The leader uses this plan as the start point for coordination, reconnaissance, task organization (if required), and movement instructions. The leader works through this problem solving sequence in as much detail as time available allows. As the basis of the estimate, the leader considers the factors of METT-TC:</p> <p>(1) Mission. The leader considers the mission as provided by the commander. The leader analyzes it in light of the commander's intent two command levels higher, and derives the essential tasks the unit must perform in order to accomplish the mission.</p> <p>(2) Enemy. The leader considers the type, size, organization, tactics, and equipment of the enemy he expects to encounter. The leader identifies their greatest threat to the mission and finds their greatest vulnerability.</p> <p>(3) Terrain. The leader considers the effect of terrain and weather on enemy and friendly forces using the guidelines below (OCOKA):</p> <p>(a) Observation and fields of fire. The leader considers ground that allows him or her observation of the enemy throughout the area of operation. The leader considers fields of fire in terms of the characteristics of the available weapons; for example, maximum effective range, the requirement for grazing fire, and the arming range and time of flight for anti-armor weapons.</p> <p>(b) Cover and concealment. The leader looks for terrain that will protect the unit from direct and indirect fires (cover) and from aerial and ground observation (concealment).</p> <p>(c) Obstacles. In the attack, the leader considers the effect of restrictive terrain on the ability to maneuver. In the defense, the leader considers how to tie in the obstacles to the terrain to disrupt, turn, fix, or block an enemy force and protect the unit own forces from enemy assault.</p> <p>(d) Key terrain. Key terrain is any locality or area whose seizure or retention affords a marked advantage to either combatant. The leader considers key terrain in the selection of objectives, support positions, and routes in the offense, and on the positioning of the unit in the defense.</p> <p>(e) Avenues of approach. An avenue of approach is an air or ground route of an attacking force of a given size leading to its objective or key terrain in its path. In the offense, the leader identifies the avenue of approach that affords the greatest protection and places unit at the enemy's most vulnerable spot. In the defense, the leader positions the key weapons along the avenue of approach most likely to be used by the enemy.</p> <p>(f) Weather. In considering the effects of weather, the leader is most interested in visibility and trafficability</p> <p>(4) Troops available. The leader considers the strength of subordinate units, the characteristics of the weapon systems, and the capabilities of attached elements as the commander assigns tasks to subordinate units.</p> <p>(5) Time available. The leader refines the allocation of time based on the tentative plan and any changes to the situation.</p> <p>(6) Civil Considerations Relates to civilian populations, culture, organization, and leaders within the OA.</p>		

PERFORMANCE ASSESSMENT (Continued)						GO	NO GO
a. Conducted backwards planning from estimated time of movement (ETM).							
b. Timeline included the following at a minimum:							
1. PCC/ PCI.							
2. Plt OPORD Brief time.							
3. SQUAD OPORD Brief time.							
4. Mission/Battle Drill rehearsal.							
5. Earliest time of movement (ETM).							
c. Developed at least two courses of action.							
d. Demonstrated leadership competencies appropriate to of the making of a tentative plan:							
<ul style="list-style-type: none"> Soldier visualized the commander's intent and developed an estimate of the situation for the tentative plan of operations for the squad/platoon using the factors of METT-TC. 							
<ul style="list-style-type: none"> Soldier analyzed and described the estimate of the situation by using the five steps of the military decision making process. 							
<ul style="list-style-type: none"> Soldier demonstrated and applied the proper problem solving sequence, providing tasks and as much detail as time available allowed and made changes to plan as situations occurred using the factors of METT-TC. 							
<ul style="list-style-type: none"> Soldier prepared the tentative plan by continuously updating the estimate of the situation. 							
TOTAL NUMBER OF NO GOs							
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP							
# of NO GOs	0 = 100%	1 – 90.00%	2 = 80.00%	3 = 70.00%	4 =60.00%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
START NECESSARY MOVEMENT					
d. STEP 4. Start Necessary Movement. The platoon may need to begin movement while the leader is still planning or forward reconnoitering. The senior group leader or a squad leader may bring the platoon forward, usually under the control of the company executive officer or first sergeant. This step could occur at any time during the troop-leading procedure.					
a. Started required movement of personnel or equipment.					
b. If required to move, maintained security.					
c. Demonstrated leadership competencies appropriate to the starting of necessary movement (visualized the start movement).					
• Executed start of movement procedures without the control of the XO or 1SG.					
• Soldier prepared squad/platoon for start movement at anytime during troop leading procedures.					
• Soldier applied proper procedures for bringing the squad/platoon forward anytime during troop leading procedures.					
TOTAL NUMBER OF NO GOs					
RATING					
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 75.00%	2 = 50.00%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
RECONNOITER THE AREA					
e. STEP 5. Reconnoiter. If time allows, the leader makes a personal reconnaissance to verify the terrain analysis, Adjust the plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must make a map reconnaissance. The leader must consider the risk inherent in conducting reconnaissance forward of friendly lines. Sometimes the leader must rely on others (for example, scouts) to conduct the reconnaissance if the risk of contact with the enemy is high.					
a. Conduct map recon at a minimum/ground if possible.					
b. Identify critical or danger areas.					
c. Leadership competency and adaptability of reconnoiter the area.					
• Soldier conducted personal the personnel reconnaissance to verify terrain analysis.					
• Soldier analyzed, described, and adjusted reconnaissance plan as needed.					
• Soldier demonstrated and applied proper procedures to confirm the usability of routes and time any critical movements.					
• Soldier prepared squad/platoon to consider the risk inherent to conducting reconnaissance forward of friendly lines.					
TOTAL NUMBER OF NO GOs					
RATING					
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.33%	2 = 66.66%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
COMPLETE THE PLAN					
f. STEP 6. Complete the Plan. The leader completes the plan based on the reconnaissance and any changes in the situation. The leader should review the mission, as received from the commander, to ensure that the plan meets the requirements of the mission and stays within the framework of the commander's intent.					
a. Completed plan after receipt of plt OPORD.					
b. Completed SQUAD OPORD.					
c. Demonstrated leadership competencies related to compiling the plan (visualized process of completing plan).					
<ul style="list-style-type: none"> Soldier analyzed and described the process of completing the plan based on the reconnaissance. 					
<ul style="list-style-type: none"> Soldier applied proper procedures for making changes when the mission or situation changed. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for completing the plan and ensured that the plan reflected the commander's intent. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
ISSUE OPORD					
g. STEP 7. Issue the Complete Order. Platoon and squad leaders normally issue oral operations orders.					
(1) To aid subordinates in understanding the concept for the mission, leaders should issue the order within sight of the objective or on the defensive terrain. When this is not possible, they should use a terrain model or sketch.					
(2) Leaders must ensure that subordinates understand the mission, the commander’s intent, the concept of the operation, and their assigned tasks. Leaders may require subordinates to repeat all of part of the order or demonstrate on the model or sketch, their understanding of the operation. They should also quiz their Soldiers to ensure that all Soldiers understand the mission.					
a. Issued OPORD to entire SQUAD.					
b. Conducted back brief to ensure squad/plt mission is understood the mission.					
c. Demonstrated leadership competencies appropriate to the issuing of a completed order. (Visualization of the process)					
<ul style="list-style-type: none">Soldier analyzed and described the process and concept of issuing the order within sight of the objective or on the defensive terrain.					
<ul style="list-style-type: none">Soldier demonstrated proper procedures for issuing oral operation orders by modeling or sketching the orders to subordinates to ensure they understood their assigned tasks.					
<ul style="list-style-type: none">Soldier issued the complete operation order orally.					
TOTAL NUMBER OF NO GOs					
RATING					
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%		

PERFORMANCE ASSESSMENT (Continued)	GO	NO GO
<p>SUPERVISE AND REFINE</p> <p>h. STEP 8. Supervise. The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.</p> <p>(1) Rehearsals. The leader uses rehearsals to--</p> <ul style="list-style-type: none"> • Practice essential tasks (improve performance). • Reveal weaknesses or problems in the plan. • Coordinate the actions of subordinate elements. • Improve Soldier understanding of the concept of the operation (foster confidence in Soldiers). <p>(a) Rehearsals include the practice of having squad leaders brief their planned actions in execution sequence to the platoon leader.</p> <p>(b) The leader should conduct rehearsals on terrain that resembles the actual ground, and in similar light conditions.</p> <p>(c) The platoon may begin rehearsals of battle drills and other SOP items before the receipt of the operation order. Once the order has been issued, it can rehearse mission specific tasks.</p> <p>(d) Some important tasks to rehearse include--</p> <ul style="list-style-type: none"> • Actions on the objective. • Assaulting a trench, bunker, or building. • Actions at the assault position. • Breaching obstacles (mine and wire). • Using special weapons or demolitions. • Actions on unexpected enemy contact. <p>(2) Inspections. Squad leaders should conduct initial inspections shortly after receipt of the warning order. The platoon sergeant spot checks throughout the unit's preparation for combat. The platoon leader and platoon sergeant make a final inspection. They should inspect--</p> <ul style="list-style-type: none"> • Weapons and ammunition. • Uniforms and equipment. • Mission-essential equipment. • Soldier's understanding of the mission and their specific responsibilities. • Communications. • Rations and water. • Camouflage. • Deficiencies noted during earlier inspections. 		
a. Conducted mission rehearsal. (Used sand table or terrain model or map w/single overlay)		
b. Inspected personnel and equipment.		
c. Made necessary adjustments to plan or timeline.		

PERFORMANCE ASSESSMENT (Continued)				GO	NO GO
e. Demonstrated leadership competencies appropriate to supervising and refining the unit's preparation for combat. (Visualization of the process)					
<ul style="list-style-type: none"> Soldier analyzed and described process of supervising and refining the rehearsals to include the practice of briefing their planned actions in execution sequence to the platoon leader. 					
<ul style="list-style-type: none"> Soldier applied proper procedures for conducting initial inspections shortly after receipt of the warning order 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for rehearsal and inspections and to stay within the commander's intent, mission and their responsibility 					
TOTAL NUMBER OF NO GOs					
RATING					
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 – 83.34%	2 = 66.68%		

PHASE I TOTAL SCORES	
Add Steps 1 thru 8 and ÷ sum by 8 to obtain Phase I final Score	
STEP 1:	
STEP 2:	
STEP 3:	
STEP 4	
STEP 5:	
STEP 6:	
STEP 7:	
STEP 8:	
TOTAL SCORE	

NOTE: Phase I if Soldier earns an over all score of unsatisfactory then the Soldier must retest.

NOTE: Enter Score from PHASE I to page TE-1-23.

PHASE II-MISSION EXECUTION									
PERFORMANCE ASSESSMENT									
REACT TO CONTACT								GO	NO GO
a. Located and engage enemy with well aimed fires.									
b. Sent SPOTREP to plt LDR.									
c. Control fires using fire commands including all elements.									
1. Alert.									
2. Direction.									
3. Description.									
4. Range (if known).									
5. Method of fire (manipulation and rate of fire if applicable).									
6. Command to commence firing.									
d. Visually and orally checked status of personnel.									
e. Determined whether or not to move out of the engagement area.									
f. SQUAD LDR assesses situation and Identifies:									
1. Location of enemy and obstacles.									
2. Size of enemy force engaging unit.									
3. Vulnerable flanks.									
4. Covered and concealed routes to enemy positions.									
g. Assessed the situation and determined next course of action.									
h. Sent SITREP to plt LDR.									
i. Requested indirect fire through the plt LDR.									
j. Adjusted indirect fire.									
TOTAL NUMBER OF NO GOs									
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP									
# NO GOs	0 = 100%	1 = 94.5%	2 = 89%	3 = 83.5%	4 = 78%	5 = 2.5%	6 = 67%		
REACT TO AMBUSH/EXIT A VEHICLE IN AN AMBUSH									
REACT TO AMBUSH WHILE DISMOUNTED									
Near Ambush (within hand-grenade range).									
a. Team in kill zone:									
1. Immediately takes up covered position and returns fire.									
2. Throws concussion, and smoke grenades.									
3. Upon detonation, assault through the ambush using fire and movement.									
b. SQUAD LDR:									
1. Identified the enemy positions.									
2. Initiated immediate suppressive fires against the enemy.									
3. Took up covered positions.									
4. Shifted fires as the Soldiers in the kill zone assault through the ambush.									
5. If required, calls for fire.									
6. Reports (SPOTREP) reorganized and continued the mission.									
TOTAL NUMBER OF GOs and NO GOs									
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP									
# of NO GOs		0 = 100%		1 = 83.34%		2 = 66.68%			

PERFORMANCE ASSESSMENT (Continued)						
Far Ambush (Out of hand-grenade range).					GO	NO GO
a. Team in kill zone:						
1. Immediately returns fire and takes up covered positions and suppresses the enemy fire by:						
a) Destroyed the crew served weapons first.						
b) Obscured the enemy positions with smoke (M203).						
c) Sustained suppressive fires.						
d) Shifted fires as the assaulting team fights through the enemy position.						
b. SQUAD LDR:						
a) Led team by covered and concealed route to a vulnerable flank of the enemy.						
b) Led an assault using fire and movement techniques.						
c) If required, requested fire support.						
d) Reported (SPOTREP) to the plt LDR.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 75%	2 = 50%			
REACT TO AN AMBUSH WHILE MOUNTED						
Blocked Ambush						
a. Team in kill zone:						
1. Soldiers sitting on side of the truck facing the enemy fire will immediately return fire.						
2. Soldiers on the other side of the truck exit and take up covered position and fire on the enemy.						
3. Remaining Soldiers exit vehicle and fire on the enemy.						
b. SQUAD LDR:						
a) Organized a security element.						
b) Led security element to destroy the threat or to allow removal of the road block.						
c) Reported (SPOTREP) to the plt LDR.						
d) Consolidated and reorganized once all elements are out of the kill zone or upon destruction of the threat.						
e) If required, calls for fire.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 80%	2 = 60%			
Unblocked Ambush:						
a. Team in kill zone increases speed to get out of the kill zone.						
b. SQUAD LDR						
a) Reported (SPOTREP) to the plt LDR.						
b) Identified the threat locations.						
c) Ensured all nondrivers return fire.						
d) Stopped all vehicles not in the kill zone.						
e) Ensured vehicle in the kill zone increase speed until out of the zone.						
f) Pushed disabled vehicles out of the roadway to keep the road clear.						
g) Organized a security element.						
h) Directed fire and maneuver of the security element on the enemy to allow remaining vehicles to pass through the kill zone.						
i) If required, calls for fire.						
j) Consolidated and reorganizes and treats casualties.						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 90%	2 = 80%	3 = 70%		
PERFORMANCE ASSESSMENT (Continued)						

REACT TO INDIRECT FIRE				GO	NO GO
a. Gives direction and distance for SQUAD to move to rally point.					
b. At rally point accounts for all personnel and equipment.					
c. Prepared the SQUAD for continued movement.					
d. Sent SPOTREP to plt LDR, reorganizes and continues mission.					
e. Sent SITREP to plt LDR.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80%	2 = 60%		
BREAK CONTACT					
a. Directed one fire team in contact to support the rest of squad's disengagement.					
b. Orders a distance and direction or a terrain feature or last objective rally point for the movement of the first fire team.					
c. Directed the base-of-fire team to move to it's next location.					
d. Directed the remaining fire teams to move to the rally point once the base-of-fire team is in position.					
e. Sent SPOTREP to plt LDR.					
f. Continued to bound SQUAD away from the enemy until it breaks contact or is in position to conduct next mission.					
g. Accounted for Soldiers, sent SITREP to plt LDR, reorganize and continues mission.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 85.72%	2 = 71.43		
EVACUATE, REQUEST MEDEVAC, AND REPORT CASUALTIES					
a. Requested Medical Evacuation:					
1. Collected all information needed for the MEDEVAC requested line items 1 through 9.					
2. Recorded the information using authorized brevity codes.					
3. Transmitted the MEDEVAC request within 25 seconds.					
b. Evacuate Casualties:					
1. Requested medical evacuation.					
2. Transported casualty using one- and two-man carrys, if necessary.					
3. Moved casualties using a four-man litter SQUAD, if necessary.					
a. Prepared the litter.					
b. Prepared the casualty.					
c. Lifted the litter.					
4. Loaded casualties onto a military vehicle.					
a. Ground ambulance.					
b. Air ambulance.					
c. Ground military vehicles.					
c. Reported Casualties:					
1. Prepared DA Form 1156:					
a. Left the Control Number item blank.					
b. Completed the Checked Applicable Box item as it pertained to the casualty.					
c. Completed item 1 with the casualty's last name, first name, and middle initial (to include Jr. Sr. III).					
d. Completed item 2 with the casualty's complete social security number.					
e. Completed item 3 with the casualty's rank.					
f. Completed item 4 with hour and date of incident to include the time zone.					
g. Completed item 5 with the casualty's unit.					

PERFORMANCE ASSESSMENT (Continued)										
c. Reported Casualties (Continued):									GO	NO GO
h. Completed item 6 with the geographic location (nearby town) and grid coordinates to include the 100,000-meter square grid coordinates, 2-letter designator, and nearest village.										
i. Completed item 7 with a checked in the appropriate box; entered the type of casualty (only medical personnel may enter a checked in the lightly wounded or injured in action and seriously injured or injured in action boxes); checked yes or no to indicate if the body is recovered; checked yes or no to indicate if the body is identified; entered the collection point to which the casualty is evacuated, if unknown indicated "unknown."										
j. Completed item 8 with the witnesses who saw the incident or identified remains to include the name, grade, social security number, and unit(s) of witnesses.										
k. Completed item 9 with the applicable remarks to include additional circumstance, such as religious ministrations performed, type of mission the unit was conducting, or short synopsis of the incident.										
l. Did not complete the first three boxes in item 10 but entered his or her unit, grade, social security number, date, and signature in item 10 as the person who prepared the report.										
2. Prepared DA Form 1155.										
a. Checked the applicable box at the top of the form as it related to the casualty witnessed.										
b. Completed item 1 with the casualty's last name, first name, and middle name.										
c. Left item 2 blank.										
d. Completed item 2a with the casualty's complete social security number.										
e. Completed item 3 with the casualty's rank.										
f. Completed item 4, if appropriate, with the date of the casualty's death or the date when the casualty was last seen along with the time zone.										
g. Completed item 5 with the casualty's unit.										
h. Completed item 6 with the geographic location including the six-digit coordinate as well as the nearest town to the incident.										
i. Completed item 7 only if name or social security number of the casualty is unknown or not positive. If unknown or not positive, entered the estimated age, weight, height, hair color, eye color, race, hometown, civilian occupation, nickname, spouse's name, children's name(s), and if applicable, other identifying marks (such as birthmarks or tattoos), and other persons who may have witnessed the incident or have further information.										
j. Completed item 8 with a short, concise narrative of the circumstances regarding the incident and, if known, the cause of death or condition when last seen and how identified.										
k. Completed items 9 through 13 with the name, social security number, unit, date, and signature of the person making the statement.										
l. Submitted form in accordance with local guidance.										
TOTAL NUMBER OF NO GOs										
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP										
#NO GOs	0 = 100%	1 = 95.25%	2 = 90.48%	3 = 85.72%	4 = 80.96%	5 = 76.2%	6 = 71.44%	7 = 66.68%		
CONDUCT SECURITY AT HALT										
a. Soldiers spreaded out and took cover.										
b. Soldiers protected same sector of fire as in movement.										
c. Established OP.										
d. Oriented machine guns and anti-armor weapons along likely enemy approaches.										
e. Kept movement to a minimum.										
TOTAL NUMBER OF GOs and NO GOs										
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP										
# of NO GOs	0 = 100%		1 = 80%		2 = 60%					

PERFORMANCE ASSESSMENT (Continued)				
REACT TO A POSSIBLE IED			GO	NO GO
a. Stopped all movement toward possible IED.				
b. Established Security.				
1. Took up available cover.				
2. Searched for additional possible IEDs.				
3. Identified possible enemy observation/vantage points.				
c. Sent UXO report to plt LDR or minimum required information.				
d. Continued mission.				
TOTAL NUMBER OF NO GOs				
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP				
# of NO GOs	0 = 100%	1 = 83.34		

PHASE II TOTAL SCORES	
Add all Tasks 1 thru 4 and ÷ sum by 4 to obtain Phase II final Score	
TASK 1:	
TASK 2:	
TASK 3:	
TASK 4:	
TOTAL SCORE	

NOTE: Phase II if Soldier earns an over all score of unsatisfactory then the Soldier must retest.

NOTE: Enter Score from PHASE II to page TE-1-23.

OVERALL EVALUATION (PHASE III)						
j. Considered safety, impact and implications of decisions on others.						
k. Took charge when in charge.						
l. Placed the mission first.						
m. Refused to quit or accept defeat.						
n. Accounted for all personnel and equipment (left no one behind).						
o. Displayed the ability to apply the skills necessary to solve problems, adapt to changes, and perform required tasks.						
p. Analyzed information and situation to compare, classify, screen, and examine possible courses of action.						
q. Developed synergy through situational development, generating input from SQUAD, and building on strengths.						
r. Possessed skills to evaluate information in order to judge it's relevance, reject it as irrelevant to the situation, rate, or rank the information as it applies to the mission.						
TOTAL NUMBER OF GOs and NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 88.89%	2 = 77.78%	3 = 66.67%		

NOTE: Phase III if Soldier earns an over all score of unsatisfactory then the Soldier must retest.

NOTE: Enter Score from PHASE III to page TE-1-23.

PHASE I Score (from page TE-1-16)	
UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
ENTER SCORE:	

PHASE II Score (from page TE-1-21)	
UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
ENTER SCORE:	

OVERALL EVALUATION SCORE (PHASE III) (from page TE-1-21)	
UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
ENTER SCORE:	

NOTE: To determined the final leadership score add Phases I thru III and divide the sum by three. The result is the percentage score for the final leadership evaluation.

OVERALL LEADERSHIP EVUATION

UNSAT= Unsatisfactory (69% & below)	
SAT= Satisfactory (70% - 89%)	
SUP= Superior (90% - 100%)	
TOTAL SCORE	

[illegible]

ADDENDUM TO DEVELOPEDMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPEDMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier Signature↓**Rank**↓**Date**↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

APPENDIX D**End of Course Critique****This Appendix
Contains**

This appendix contains the items listed in this table--

Item	Page(s)
End-Of-Course Critique Questionnaire Guidance	CG-1
End-Of-Course Critique (EOCC) Questionnaire	CCQ-1 and CCQ-2

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End-Of-Course Critique Questionnaire Guidance

Overview

This End-Of-Course Critique Questionnaire (CCQ) is the basis for improving the quality of the educational services provided to students.

Instructions to SGL

1. Have students complete this questionnaire as close as possible to the end of the course.
2. SGLs must--
 - a. Ensure each student completes a questionnaire.
 - b. Provide adequate time for the students to complete the questionnaire.
 - c. Request that each student be honest and encourage written comments.
 - d. Create a non-threatening atmosphere to encourage openness and candor.
 - e. **Not** require the students to provide identification on the form.
3. For those academies having access to the Army Information System (AIMS), students must prepare and submit written comments on a separate sheet of paper.
4. Commandants **will not** penalize a student for responses made in relationship to this questionnaire.
5. Commandants must consolidate the responses and provide the information to USASMA. This will help USASMA and the NCOA build upon the positive and correct the negative aspects of training content and conditions.

(REF: AR 350-1, para 4-3)

Instructions to Students

This critique addresses areas you encountered throughout the course. Please read each question carefully. After reading the question, select the response that most accurately reflects your opinion. Please record your response by filling in the circled number that corresponds to your feelings about the question if using a mark-sense form. If using the form itself, place an X in the block that applies.

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END-OF-COURSE CRITIQUE QUESTIONNAIRE						
AREA OF CONCENTRATION	Evaluation					
	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
<p>This End of Course Critique Questionnaire (CCQ) is the basis for improving the quality of the educational services provided to students. This critique addresses areas you encountered throughout the course. Please read each question carefully. After reading each statement, select the response that most accurately reflects your opinion by placing an "X" in the corresponding box. <u>THERE IS NO REQUIREMENT TO IDENTIFY YOURSELF IN ANY WAY.</u></p>						
NOTIFICATION PROCESS						
1. My unit notified me well in advance of my acceptance into the course.	1	2	3	4	5	N/A
2. My unit assisted me in preparing for the course.	1	2	3	4	5	N/A
3. I received my orders well in advance of the reporting date.	1	2	3	4	5	N/A
4. The student information/welcome packet provided all the information I needed.	1	2	3	4	5	N/A
5. I received the student information/welcome packet well in advance.	1	2	3	4	5	N/A
6. I was fully prepared for the course.	1	2	3	4	5	N/A
COURSE CONTENT						
1. The staff thoroughly explained WLC graduation requirements.	1	2	3	4	5	N/A
2. I understood the expectations of me as a student in WLC.	1	2	3	4	5	N/A
3. The SGLs displayed a thorough knowledge of the subject matter.	1	2	3	4	5	N/A
4. The SGLs involved the students in the course subject matter.	1	2	3	4	5	N/A
5. The SGLs responded adequately to questions or needs for help.	1	2	3	4	5	N/A
6. The SGLs conducted the training in a clear, organized, and interesting manner.	1	2	3	4	5	N/A
7. The lessons were in a logical sequence for training.	1	2	3	4	5	N/A
8. Course materials were useful and adequate for the training.	1	2	3	4	5	N/A
9. The training I received was important to me in my career development.	1	2	3	4	5	N/A
10. The training I received improved my leadership skills.	1	2	3	4	5	N/A
11. The training I received was at the appropriate level for my rank/grade.	1	2	3	4	5	N/A
12. Group discussion helped support my learning experience.	1	2	3	4	5	N/A
13. Interaction with the SGLs helped support my learning experience.	1	2	3	4	5	N/A
14. Interaction with my fellow soldiers helped support my learning experience.	1	2	3	4	5	N/A
15. Student handouts were adequate.	1	2	3	4	5	N/A
16. Student handouts/advance sheets helped support my learning experience.	1	2	3	4	5	N/A
17. Role-playing helped support my learning experience.	1	2	3	4	5	N/A
18. Training aids, devices, simulators, and simulations (TADSS) helped support my learning experience.	1	2	3	4	5	N/A
19. TADSS used were adequate.	1	2	3	4	5	N/A
20. The requirement to conduct an individual training session helped support my learning experience.	1	2	3	4	5	N/A

21. The requirement to perform in a leadership position helped support my learning experience.	1	2	3	4	5	N/A
22. The advance sheets helped me better prepare for training.	1	2	3	4	5	N/A
23. I feel even though the training days were usually long and busy, my time was productive.	1	2	3	4	5	N/A
24. I feel more confident about assuming a leadership position after having completed this course.	1	2	3	4	5	N/A
25. This course exceeded my expectations.	1	2	3	4	5	N/A
COURSE SUPPORT						
1. My administrative inprocessing was efficient and professional.	1	2	3	4	5	N/A
2. My logistical (supply) inprocessing was efficient and professional.	1	2	3	4	5	N/A
3. The administrative, logistical, and operational support during the course were adequate.	1	2	3	4	5	N/A
4. Issued materials in adequate time to prepare for training.	1	2	3	4	5	N/A
FACILITIES AND SERVICES						
1. The billeting was comfortable.	1	2	3	4	5	N/A
2. The classrooms were adequate for student to instructor ratio.	1	2	3	4	5	N/A
3. The dining facility--						
a. Staff members were efficient and professional.	1	2	3	4	5	N/A
b. Provided tasty, well-prepared meals..	1	2	3	4	5	N/A
c. Meals were nutritious.	1	2	3	4	5	N/A
d. Provided ample meal portions.	1	2	3	4	5	N/A
	SUPERIOR	EXCELLENT	SATISFACTORY	FAIR	POOR	
MY OVERALL RATING OF THE NOTIFICATION PROCESS IS:	1	2	3	4	5	
MY OVERALL RATING OF THE COURSE CONTENT IS:	1	2	3	4	5	
MY OVERALL RATING OF THE COURSE SUPPORT IS:	1	2	3	4	5	
MY OVERALL RATING OF THE FACILITIES AND SERVICE IS:	1	2	3	4	5	
REMARKS: I would like to bring the following item(s) to the commandant's attention regarding the notification process, course content, course support, or facilities and services:						
<div> <div></div> <div>Check here if you needed to make additional comments on the back of this form.</div> </div>						

Appendix E

Student Developmental Counseling

**This Appendix
Contains**

This appendix contains the items listed in this table--

Item	Page(s)
Student Developmental Counseling Requirements	SDC-1
Student Recognition	SDC-2
Service School Academic Evaluation Report (AER)	SDC-3
Academic and Performance Honors	SDC-8
Leadership Assessment and Development	SDC-8
Developmental Counseling Form, DA Form 4856	SDC-10 and SDC-11
Example Student Developmental Counseling Form, DA Form 4856 (Initial Reception/Integration)	DCF-1 thru DCF-4
Example Student Developmental Counseling Form, DA Form 4856 (APFT Failure)	DCF-2-1 and DCF-2-2
Peer Leadership Assessment Form	LAF-1-1 and LAF-1-2
Self Leadership Assessment Form	LAF-2-1 and LAF-2-2

NOTE: This appendix contains an example of a Student Developmental Counseling Form that commandants may use.

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STUDENT DEVELOPMENTAL COUNSELING REQUIREMENTS

Student Developmental Counseling Requirements

1. Developmental counseling is a means of assisting and developing students and subordinates. As an SGL, your counseling should include--
 - a. Praise and reward for good performance.
 - b. Stressing the importance of teamwork.
 - c. Feedback on strengths or weaknesses.
 - d. Assisting students in attaining required standards or correcting adverse behavior.
 - e. Persuading students to set personal and professional goals.
 - f. Helping students resolve personal problems.
 - g. Providing assessment and guiding the students in a self-assessment (use the leadership assessment forms in this appendix to aid in the overall assessment of the students' leadership evaluation).
 2. Feedback is essential for students to know how they are performing and where they stand in the course. Developmental counseling is one of the most important tools of leader development feedback at WLC. Instructors must continually counsel students on both the strengths and weaknesses of their performance throughout the course. All counseling must explain the students' progress to date. Small group leaders must conduct the following counseling as a minimum:
 - a. Initial counseling. By using reception and integration counseling you should determine whether or not a soldier has any personal problems or outside distracters that would interfere with his completing the course. This session must include the statement “I will not acquire or provide inappropriate assistance before or during any test except as instructed (i.e., group activities) and will report any such inappropriate assistance before, during, or after the test administration.” This eliminates the DA Form 5160 requirement.
 - b. After any test failure or retest failure.
 - c. Midcourse Developmental Counseling. Progress to date.
 - d. Comprehensive End-Of-Course-Developmental Counseling.
 3. Suggested/recommended Counseling Technique with SGL's using the Check Sheets:
 - a. Use the check sheets to check off the GOs and NO GOs.
 - b. Make comments in the margins, or on the back of the check sheets, or attached addendum, concerning the soldier's demonstrated strengths and weaknesses.
-

**Student
Developmental
Counseling
Requirements,
continued**

- c. Use the check sheet to ensure the group covers the strengths and weaknesses of the soldier during the conduct of the AAR that directly follows each performance or testing event. This provides the soldier immediate feedback and counseling.
 - d. When the time comes for the mid-course or end-of-course counseling (depending on when the student performed the event), the SGL will refer to the check sheets and addendums (if used) to make entries on the counseling form, providing the student with how he performed, detailing his strengths and weaknesses, and providing recommendations on how to improve.
 - e. Refer to all examinations in counseling and official records as “written examinations” or “performance evaluation tests.”
 - f. The SGL will consolidate and analyze student performance evaluations near the end of the course and provide students documented feedback in the form of a Developmental Action Plan (DAP). The DAP will identify the students strengths, weaknesses, and developmental needs.
 - g. Conduct counseling as you have taught it.
 - h. Conduct all counseling using DA Form 4856 IAW FM 22-100.
4. This CMP does not limit SGLs to the general indicators in FM 22-100, App B, but SGLs must be precise, objective, and fair in the developmental counseling process.
5. Counseling records play a major role in the event of favorable or unfavorable administrative personnel actions.
6. The student developmental counseling process satisfies the requirements of the Leadership Assessment and Development Program in TR 350-10.
- (REF: TR 350-10, Chap 2, para 2-7g and para 2-20, TR 350-18, Chap 3, para 3-29, and FM 22-100, App B and C).
-

**Student
Recognition**

- 1. Present all students who meet course completion criteria with a training proponent diploma. Diplomas must contain as a minimum the student’s full name, grade, complete course title, course identification number, and beginning and completion dates of the course.
 - 2. Commandants will recognize the following graduates in support of AR 600-8-19, Chap 3, para 3-50c, that awards promotion points for--
 - a. Distinguished honor graduate (15 promotion points).
 - b. Distinguished leadership award (10 promotion points).
-

**Student
Recognition,
continued**

- c. Commandant's list (5 promotion points).

3. Commandants may issue other types of recognition/certificates in addition to the above. Enter all recognitions/awards on DA Form 1059.

(REF: TR 350-18, Chap 3, para 3-30, TR 351-10, Chap 2, para 2-7g and para 2-16)

**Service School
Academic
Evaluation
Report (AER)**

1. Commandants will ensure that the SGL completes the report in sufficient time to counsel the student and determine the specific procedures for preparation of the AER.

- a. Blocks 1 through 12. The SGL verifies the accuracy of each entry IAW AR 623-1, Chap 2, para 2-8, Items 1 through 12.
- b. Blocks 13 and 14. Completed by the SGL IAW the following guidance and AR 623-1, Chap 2, para 2-8, Items 13 and 14. Do **NOT** use peer evaluations to determine the performance summary.
- c. Blocks 15 through 18. Completed IAW AR 623-1, Chap 2, para 2-8, Items 15 and 18. Do **NOT** use peer evaluations to determine the performance summary.

2. All comments must be on a face-to-face personal basis, based on and supported by the developmental counseling process and not comments taken from a "one comment fits all" list.

3. The commandant's goal must be to provide the students with a copy of their AER on graduation day. At a minimum, students will see their draft AER before departure. The AER provides students and their chain of command a clear and concise evaluation of the students' performance during training.

4. Prepare and distribute AERs IAW AR 623-1 to include adverse AERs. This does preclude preparation in database format.

NOTE:

- For the following entries, SGLs must justify all ratings in a clear and concise developmental counseling record.
- SGLs must also base entries on their observations of the students throughout the course.
- SGLs will annotate retest scores in the student's records along with counseling and remediation documentation. Students who require and pass a retest will receive the minimum passing score for that event, and the SGL will automatically remove the student from class honors consideration.

**Service School
Academic
Evaluation
Report (AER),
continued**

5. Entries for AER Block 13, "PERFORMANCE SUMMARY," DA FORM 1059.

- a. "EXCEEDED COURSE STANDARDS." (Will not exceed 20 percent of the class enrollment). The following guidelines represent the minimum considerations for this rating:
- (1) Displayed superior performance, Army values, and the "Whole Soldier Concept" throughout the course.
 - (2) Received a first time GO on all examinations/performance evaluations/APFT.
 - (3) Had an overall grade point average of 90 percent or higher on the combined requirements in (2) above.
 - (4) Had a SUPERIOR rating in three or more rated "Demonstrated Abilities" blocks, Block 14, DA Form 1059.
 - (5) Did not receive any adverse developmental counseling.
 - (6) Presented superior military appearance and bearing throughout the course.

NOTE: If more than 20 percent of the students exceed course standards, use the students' grade point averages in ascending order to determine class standing. Use the actual APFT score for breaking any ties.

- b. "ACHIEVED COURSE STANDARDS." For students who achieve course standards, but do not meet the above criteria, the following guidelines represent the minimum considerations for this rating:
- (1) Had an overall grade point average of 70 percent or higher, including all examinations/performance evaluations/APFT.
 - (2) Had not received more than two adverse developmental counselings (neither for the same offense-excludes counseling for academic shortcoming).
 - (3) Had as a minimum, a satisfactory rating in the "Demonstrated Abilities" in Block 14b, c, and e, of the AER.
- c. "MARGINALLY ACHIEVED COURSE STANDARDS." For students who achieve course standards but do not meet the above criteria, the following guidelines represent the minimum considerations for this rating
- (1) Received a minimum of "Satisfactory" ratings in block 14b, c, d and e, but required retesting on fifty percent or more course graduation requirements.
-

**Service School
Academic
Evaluation
Report (AER),
continued**

- (2) Received three or more adverse developmental counselings (excluding counseling for academic shortcomings). Refer these students to the commandant for dismissal consideration.
- (3) Students whose personal characteristics, behavior, attitude, conduct, or overall performance does not justify dismissal but warrants documentation.

d. “FAILED TO ACHIEVE COURSE STANDARDS.” criteria.

- (1) Failed to meet any course graduation requirement.
- (2) Dismissed from the course IAW regulatory guidance.

6. Entries for AER Block 14, "DEMONSTRATED ABILITIES," DA FORM 1059. The following criteria lists the minimum requirements:

- a. “WRITTEN COMMUNICATION” criteria: Not evaluated.
- b. “ORAL COMMUNICATION” criteria. Place an “X” in the appropriate block based on the following guidelines:
 - (1) SUPERIOR: The student must have--
 - (a) Received a first time GO and an overall grade point average of 90 percent or above on the train the trainer, and individual training performance evaluations.
 - (b) Voluntarily participated in small group discussions and fostered positive two-way clear, concise, and verbal communications throughout the course.
 - (2) SATISFACTORY: The student must have--
 - (a) An overall grade point average of 70 to 89 percent on the train the trainer, and individual training performance evaluations.
 - (b) Participated satisfactorily in small group discussions throughout the course.

(REF: AR 350-1, para 3-17 and AR 623-1, Chap 1 and 2)

- (3) UNSATISFACTORY: The student--
 - (a) Received an UNSATISFACTORY rating in any one of the train the trainer, or individual training final performance evaluations.
-

**Service School
Academic
Evaluation
Report (AER),
continued**

- (b) Received two or more counseling statements for failure to participate in small group discussion.
 - (c) Dismissed from the course for disciplinary or other adverse reasons.
- c. "LEADERSHIP SKILLS" criteria. Place an "X" in the appropriate block based on the following guidelines:
- (1) SUPERIOR: The student must have received a first time GO and an overall grade point average of 90 percent or above on the demonstrated leadership performance evaluations, land navigation, and received no adverse counseling.
 - (2) SATISFACTORY: The student must have an overall grade point average of 70 to 89 percent in the demonstrated leadership performance evaluations and land navigation.
 - (3) UNSATISFACTORY: The student--
 - (a) Received an UNSATISFACTORY rating while serving in a leadership position or on the land navigation evaluation,
 - (b) Dismissed from the course for adverse reasons.
- d. "CONTRIBUTION TO GROUP WORK" criteria. Place an "X" in the appropriate block based on the following guidelines:

NOTE: Based on SGL observations.

- (1) SUPERIOR: The student--
 - (a) Received no adverse developmental counseling relating to poor class participation, disruptive behavior, etc.
 - (b) Consistently participated in classroom discussions and projects above and beyond that of their fellow students.
 - (c) On his own provided assistance to fellow students in understanding difficult teaching points.
- (2) SATISFACTORY: The student--
 - (a) Received no more than two adverse developmental counseling's relating to poor class participation, disruptive behavior, etc.
 - (b) Made an effort to actively participate in classroom discussions.

**Service School
Academic
Evaluation
Report (AER),
continued**

- (3) UNSATISFACTORY: The student--
- (a) Received three or more adverse developmental counselings relating to class participation, e.g., poor participation, disruptive behavior, or failure to complete homework assignments.
 - (b) Failed to be a team player during class or other small group activities.
- e. "EVALUATION OF STUDENT'S RESEARCH ABILITY" criteria. Place an "X" in the appropriate block based on the following guidelines:
- (1) SUPERIOR: The student--
- (a) Received a first time GO and an **overall** grade point average of 90 percent or higher on the three written examinations.
 - (b) Received no adverse developmental counseling for failing to complete prior to or after class practical exercises and requirements.
- (2) SATISFACTORY: The student--
- (a) Received an **overall** grade point average of 70 to 89 percent on the three written examinations.
 - (b) Received no more than two adverse developmental counseling's for failing to complete prior to or after class practical exercises/requirements.
- (3) UNSATISFACTORY: The student--
- (a) Received a final failing score on any of the three written examinations.
 - (b) Received more than two adverse developmental counselings for failing to complete prior to or after class requirements, e.g., practical exercises, readings, or failure to prepare for class.

NOTE: • MSG DAPE DTG 271500Z SEP 01 changes the input timeline for posting inputs and graduate/non-successful completions to ATRRS to two working days after the scheduled start date and end date of each class for the AC.

(REF: AR 350-1, para 3-18; AR 623-1, Chap 1, para 1-13; and FM 22-100, App B, Performance Indicators)

**Academic and
Performance
Honors**

1. COMMANDANT’S LIST GRADUATES: These graduates will not exceed 20 percent of the class enrollment. This percentage includes the Distinguished Honor Graduate. These graduates must have “EXCEEDED COURSE STANDARDS” rating in Block 13a of the AER.
2. DISTINGUISHED LEADERSHIP AWARD: There is only one leadership award recipient. Eligible nominees appear before a board. The board will designate the leadership award to the nominee who receives the board's highest evaluation. The nominee must meet the following prerequisites:
 - a. Received no adverse developmental counseling.
 - b. Received a superior rating in Block 14c (Leadership Skills) of their AER.
 - c. Selected by their peers with final recommendation by the SGL.
2. DISTINGUISHED HONOR GRADUATE: This graduate is the student who demonstrated superior academic achievement through the “Whole Soldier” concept. This graduate must meet the following prerequisites:
 - a. All criteria for the commandant’s list graduate.
 - b. Have highest overall academic average.
 - c. Have no adverse developmental counseling.

- NOTE:**
- In the event of a tie, the commandant will use the average score of the three written examinations as a tiebreaker for these honors. If they are the same, the commandant will use the APFT score.
 - The DA-1059 for the soldier must reflect the type of recognition awarded to receive the promotion points.

(REF: AR 600-8-19; AR 623-1; TR 350-18, Chap 3, para 3-30; and TR 350-10, Chap 2, para 2-16 and para 2-7g)

**Leadership
Assessment and
Development**

1. The purpose of the Leadership Assessment Form (LAF) is to aid the soldier in future leader self-development efforts after departing the NCOA.
 2. SGLs will base their leadership assessment of the soldier on the demonstrated leadership evaluations (garrison and tactical).
-

**Leadership
Assessment and
Development,
continued**

3. The LAFs enable students to read how their fellow students and SGL viewed their leadership abilities, compare these views to how they rated their own performance, and identify leadership indicators they need to focus on for their self-development efforts back in their organizations.

4. The SGLs will provide each student a comprehensive End-Of-Course / Developmental Action Plan (DAP). The DAP will be a consolidation and analysis of the students performance evaluations to identify strengths, weaknesses, and developmental needs. Use the DA Form 4856 reception/integration (initial) developmental counseling form or a separate DA Form 4856 to consolidate observations. Attach addendums (if needed) to address skills to sustain and identify courses of action to improve performance. The DAP is a roadmap for improvement. Provide the students with a DAP at the end of the course.

5. Provide the original copies of the Peer and Self LAFs to the students for their use back in their organizations. They are not a part of the required student records for maintenance.

6. The information provided on the following sample DA Form 4856 is the minimum essential requirement for reception/integration (initial) developmental counseling session.

(REF: TRADOC Reg 350-10, Chap 2, para 2-20 and FM 22-100, Appendix C)

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DEVELOPMENTAL COUNSELING FORM For use of this form see FM 22-100; the proponent agency is TRADOC.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301:		Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)	
PRINCIPAL PURPOSE:		To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:		For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.	
DISCLOSURE:		Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)			
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200			

DA Form 4856, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

Individual counseled ☐ I agree ☐ disagree with the information above.

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856

DEVELOPMENTAL COUNSELING FORM**For use of this form see FM 22-100.****DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)

PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.

ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.

DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)

The purpose of this Initial Reception and Integration counseling is to inform you of the standards of conduct, course graduation requirements, retest criteria, dismissal procedures, examination restrictions, and examination references allowed during testing. This will continue as an ongoing Performance and Professional Growth counseling throughout your attendance at the Warrior Leader Course (WLC). Obviously you have demonstrated your ability to be a leader in the United States Army, due to your selection to attend WLC. The following guidelines will enable you to achieve your goals of returning to your unit as a proud graduate of this course, ready for the responsibilities of leading your subordinates to accomplish the organization's missions.

PART III - SUMMARY OF COUNSELING**Complete this section during or immediately subsequent to counseling.****Key Points of Discussion:**You must:

- Conduct yourself in a professional manner at all times.
- Be at your appointed place of duty at the appointed time.
- Perform all work on your own unless otherwise instructed.
- Meet or exceed course graduation requirements.
- Assess your own capabilities and seek assistance when needed.
- Avoid actions that are prejudicial to others in the course.
- Strive to successfully progress academically.
- Demonstrate motivation and a positive attitude.
- Review the Student Evaluation Plan to become familiar with course content and training support criteria.
- At this time inform academy personnel if you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with your successful completion of this course.

To achieve course graduation requirements, you must:

- Score 70 percent or higher on Written Examinations I, II, and III.
- Obtain a minimum score of 60 in each event on the APFT or authorized retest.
- If on permanent profile obtain a minimum passing score within profile limitations.
- Achieve a 70 percent or higher for a "GO" on the following Performance Evaluations.
 - Army Physical Fitness Training-Train the Trainer.

DA FORM 4856-R-E, cont

- Individual Training.
- Land Navigation (75%).
- Leadership (Garrison and Tactical).

If you should--

- Fail an initial examination/evaluation; you will receive remedial training and one retest. You must take the retest in its entirety.
- Fail the initial and retest on the same exam/evaluation, you must be considered for elimination from the course IAW TR 351-10.
- Fail an exam/evaluation and pass the retest, you will receive 70% as the minimum passing score for that exam/evaluation, and dropped from consideration for honors.

You may be considered for dismissal if your--

- Personal conduct is such that your continuation in WLC is not appropriate.
- Academic progress, demonstrated motivation, attitude, or conduct is prejudicial to others in the course.
- Actions make it extremely unlikely that you can meet course graduation standards.

All examinations are open book. You may--

- Use advance sheets, practical exercises, appropriate publications issued for the course, personal notes, calculators, and school issued computers.
- Tab recoverable reference material with nonpermanent adhesive tabs, such as Post-its or other means that do not mark or damage the publication.
- Highlight and make notes only on non-recoverable reference material, unless otherwise instructed.
- Only use material that is your own or issued to you by academy personnel for use during the course.
- Not be in possession of cell phones or beepers during examinations.

Student Recognition. Based on your performance throughout the course you have the opportunity for acknowledgment, not only as a graduate, a major accomplishment within itself, but also the additional opportunity to strive for the following recognition--

- Distinguished honor graduate.
- Distinguished leadership award.
- Commandant's list
 - There is a possibility you may exceed course standards and not receive these recognitions. Regulatory guidance allows for no more than 20 percent of the enrolled class to receive these honors.
 - Should you retest on any written or performance examination, the NCOA will not consider you for the above graduation recognition.

Test Administration. It is your responsibility to--

- Inform your SGL If you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with your ability to take any examination/evaluation prior to testing.
- Refrain from acquiring or providing inappropriate assistance before or during any test throughout the course except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after any test administration.

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).

Throughout the course I will--

- Conduct myself in a professional manner at all times.
- Ensure I am at my appointed place of duty at the appointed time.
- Perform all course work on my own unless otherwise directed.
- Strive to meet or exceed course standards/graduation requirements by diligently applying myself.
- Avoid actions that may be prejudicial to others in the course.
- Demonstrate positive motivation and attitude at all times.
- Be personally responsible for all my actions.
- Attend all required remedial training and seek help from my SGL and peers to identify and overcome shortcomings should I fail an exam/evaluation.
- Not damage course materials issued for my use.
- Use only the material that is mine or issued to me during the course for my use.
- Review the Student Evaluation Plan to become familiar with course content and graduation requirements.
- Not acquire or provide inappropriate assistance before or during any test except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after examination administration.

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

During this counseling session we discussed the standards of conduct, course graduation requirements, retest criteria, dismissal procedures, examination restrictions, and types of student recognition. It is of the utmost importance that you fully understand all of the criteria for you to graduate WLC. Completion of this course establishes the foundation for your future training and leader development. The WARRIOR ETHOS require unrelenting determination to do what is right and do it with pride while refusing to accept failure. Is there anything that we have discussed that you do not fully understand?

Individual counseled: ☐ I agree ☐ disagree with the information above.

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities for implementing the plan of action):

I am here for you as a mentor and a coach. I will keep you informed of any identified strengths, and in the event of weaknesses, help you identify corrective actions to take. In return, you must also assist me by seeking assistance when you need it.

Signature of Counselor: _____ Date: _____

DA FORM 4856, cont

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856 (Reverse)

DEVELOPMENTAL COUNSELING FORM For use of this form see FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
<p>Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)</p> <p>The purpose of this performance counseling is to inform you that you failed to successfully pass the Army Physical Fitness Test (APFT), the potential consequences, and to develop a plan of action to improve your future performance.</p>			
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
<p>Do you have any type of medical condition, at this time, that we may have not been made aware of that could have adversely affected your performance during the APFT? Although it is not the heart of the Army's physical fitness program, the APFT is the primary instrument for evaluating the fitness level of each soldier. You received counseling outlining course graduation requirements and are aware of the fact that a minimum passing score on the APFT is a course graduation requirement. Your failure to meet minimum Army standards is an overall indication of your less than acceptable fitness level/standards and could result in your dismissal from the course. Since this was not a record APFT, there will be no flagging actions or consideration for a bar to reenlistment. However, you must dedicate yourself and exhibit determination to improve your overall level of fitness in order to achieve a minimum passing score. Let's discuss the following:</p> <ul style="list-style-type: none"> • You achieved the following raw scores on the APFT: Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____. • You failed (place an "X" in appropriate categories) the following event(s) of the APFT: Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____. <p>Alternate event _____ (If applicable).</p> <p>➔ This is the minimum APFT raw score requirements for your gender and age group that you must strive to attain: Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____.</p> <p>Maintaining an appropriate level of physical fitness, military bearing, and completing physically demanding endeavors are just a few of the physical attributes desired in a leader.</p>			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

DA FORM 4856-R-E, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below)

You will participate in a remedial physical fitness training program conducted concurrently with normally scheduled physical fitness training. It is recommended that you routinely spend some of your personal time to work on your physical conditioning. Achieving Army minimum standards is not difficult. The most important element to being successful is maintaining a positive "can-do" attitude and having the "heart and desire" to achieve a minimum or higher passing score. This is corrective, not punitive in nature and will assist both you and I to ensure you are capable of passing your APFT retest. You will take you retest on (enter date, time, and location).

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

During this counseling session we discussed your inability to achieve a minimum passing score on your APFT. It is important that you understand a minimum passing score or higher on the APFT is a course graduation requirement. Completion of this course establishes the foundation for your future training and leader development. Is there anything we have discussed that you do not understand?

Individual counseled: ☐ I agree ☐ disagree with the information above.

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

I will design a program tailored to address your specific fitness needs. The program regimen will help you improve your area(s) of weakness and overall fitness level. I will keep you informed of any identified strengths; and in the event of weaknesses, help you identify corrective actions to take.

Signature of Counselor: _____ Date: _____

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856 (Reverse)

PEER LEADERSHIP ASSESSMENT FORM

Student (Being assessed)# _____. Leadership Position _____.					
The purpose of the peer leadership assessment is to help leaders identify performance indicators on which they may need to focus their self-development efforts. After you complete this assessment, the leader will compare your results to his/her perception of his/her own leadership ability. Place an "X" in the response block you feel best describes how the soldier actually performed in a leadership position. If you feel you cannot assess the soldier in a particular performance area leave the response block blank. Keep the assessment strictly professional without any personal bias.					
DO NOT SHOW THIS COMPLETED FORM TO OTHERS	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
BASIC SOLDIER SKILLS:					
Set high standards for him.	1	2	3	4	5
Was competent in basic soldier skills.	1	2	3	4	5
Worked hard to improve basic leadership abilities.	1	2	3	4	5
Sought self-improvement in weak areas.	1	2	3	4	5
COMMUNICATIONS:					
Issued clear and concise oral orders to soldiers.	1	2	3	4	5
Received and interpreted information accurately from superiors and subordinates.	1	2	3	4	5
Listened and paid attention to others.	1	2	3	4	5
Conveyed appropriate excitement and enthusiasm needed to motivate subordinates.	1	2	3	4	5
PROFESSIONAL ETHICS:					
Accepted responsibility for decisions and the impact they had on others.	1	2	3	4	5
Was a credible role model and set the proper example for others.	1	2	3	4	5
Demonstrated moral courage; did what had to be done; stood firm on values, and morals.	1	2	3	4	5
Was open, honest, and candid when dealing with others.	1	2	3	4	5
DECISION MAKING/PLANNING:					
Was proficient in developing courses of action.	1	2	3	4	5
Established clear priorities and goals.	1	2	3	4	5
Was flexible and did not become easily frustrated.	1	2	3	4	5
Ensured others helped develop plans when appropriate.	1	2	3	4	5
Knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5
SUPERVISION:					
Gave clear and concise directions; others knew what to do after receiving directions.	1	2	3	4	5
Did not over supervise or micromanage.	1	2	3	4	5
Did not under supervise or give too little guidance.	1	2	3	4	5
Knew how to evaluate performance.	1	2	3	4	5
Controlled and accounted for subordinates.	1	2	3	4	5
Enforced Army standards.	1	2	3	4	5
Ensured the task was understood, supervised, and accomplished.	1	2	3	4	5

SOLDIER TEAM DEVELOPMENT						
Developed cohesion, spirit, and confidence in team members.	1	2	3	4	5	
Actions lead to developing a healthy leadership climate.	1	2	3	4	5	
Ensured others received credit for their contributions and accomplishments.	1	2	3	4	5	
Accepted the honest mistakes of others as a part of the learning process.	1	2	3	4	5	
Instilled discipline in subordinates.	1	2	3	4	5	

SELF LEADERSHIP ASSESSMENT FORM

Student#_____. Leadership Position_____.	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
Leadership assessment can help you identify areas of leadership on which you may need to focus your self-development efforts. Five other students completed a similar assessment on you. Assessments from these two perspectives will enable you to compare how you see yourself with how others see you. The leadership assessment form contains performance indicators needed to lead effectively. Place an "X" in the response block you believe best describes how you actually lead.					
<u>DO NOT SHOW THESE RESULTS TO OTHERS</u>					
BASIC SOLDIER SKILLS:					
I set high standards for myself.	1	2	3	4	5
I was competent in basic soldier skills.	1	2	3	4	5
I worked hard to improve my basic leadership abilities.	1	2	3	4	5
I sought self-improvement in my weak areas.	1	2	3	4	5
COMMUNICATIONS:					
I issued clear and concise oral orders to soldiers.	1	2	3	4	5
I received and interpreted information accurately from my superiors and subordinates.	1	2	3	4	5
I listened closely and paid attention to others..	1	2	3	4	5
I conveyed appropriate excitement and enthusiasm needed to motivate my subordinates.	1	2	3	4	5
PROFESSIONAL ETHICS:					
I accepted responsibility for my decisions and the impact they had on others.	1	2	3	4	5
I was a credible role model and set the proper example for others.	1	2	3	4	5
I demonstrated moral courage; did what had to be done; and stood firm on my values and morals.	1	2	3	4	5
I was open, honest, and candid in dealing with others.	1	2	3	4	5
DECISION MAKING/PLANNING:					
I was proficient in developing courses of action.	1	2	3	4	5
I established clear priorities and goals.	1	2	3	4	5
I was flexible and did not become easily frustrated.	1	2	3	4	5
I ensured others helped me develop plans when appropriate.	1	2	3	4	5
I knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5
SUPERVISION:					
I gave clear and concise directions; others knew what to do upon receiving directions.	1	2	3	4	5
I did not over supervise or micromanage.	1	2	3	4	5
I did not under supervise or provide too little guidance.	1	2	3	4	5
I demonstrated how to evaluate performance.	1	2	3	4	5
I controlled and accounted for my subordinates.	1	2	3	4	5
I enforced Army standards.	1	2	3	4	5
I ensured the task was understood, supervised, and accomplished.	1	2	3	4	5

SELF LEADERSHIP ASSESSMENT FORM, cont

SOLDIER TEAM DEVELOPMENT					
I developed cohesiveness, spirit, and confidence in team members.	1	2	3	4	5
My actions lead to developing a healthy leadership climate.	1	2	3	4	5
I ensured others received credit for their contributions and accomplishments.	1	2	3	4	5
I accepted the honest mistakes of others as a part of the learning process.	1	2	3	4	5
I instilled discipline in my subordinates.	1	2	3	4	5

REMARKS:

Appendix F

Test Control Procedures SOP

**This Appendix
Contains**

This appendix contains instructions on how NCOAs may obtain information from USASMA concerning a test control SOP, test control job aid, and any other information concerning test control.

NOTE: It is extremely important that the commandant and course chiefs understand and become familiar with all matters concerning test control.

NOTE: NCOAs may download the documents they need to run a quality test control program by going to the USASMA Quality Assurance Office Website. Follow the directions below to download these documents:

1. On the Web type: <http://www.bliss.army.mil/usasma/>
2. When the USASMA homepage comes on line:
 - a. Click on QAO.
 - b. Click on Support Documents.
 - c. Scroll down to "References" where you will find Test Policy and Procedures, USASMA Test Control Procedures, and a Sample Test Control Annex to an SOP.
 - d. Scroll down to "Checklist" where you will find the Test Control JOB AID-006

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to test control.

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Appendix G

Accreditation Checklist

**This Appendix
Contains**

This appendix contains instructions on how NCOAs may obtain information from USASMA concerning accreditation.

NOTE: It is extremely important that the commandant and course chiefs understand and become familiar with the accreditation standards list and guide. The list and guide are what the USASMA accreditation team uses to accredit NCOAs.

NOTE: NCOAs may download these documents from the Quality Assurance Office at USASMA. Follow the following directions to download these documents:

1. On the Web type: <https://www.bliss.army.mil/usasma/>.
2. When the USASMA homepage comes on line:
 - a. Click on QAO.
 - b. Click on Support Documents.
 - c. Scroll down to Accreditation Standards where you will find TRADOC Accreditation Standards, TRADOC Accreditation Memo, and Quality Assurance Program Policy/Guidance.

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to the Accreditation Standards List and Accreditation Standards Guide.

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Appendix H

Instructor Certification Program

This Appendix Contains	This appendix contains instructions on how NCOAs may obtain information from USASMA concerning the Instructor Certification Program for NCOES.
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It is extremely important that the commandant and the course chiefs understand and become familiar with the instructor certification program for NCOES. The accreditation team will inspect instructor records based on this document.

NCOAs may download the instructor certification program for NCOES from the USASMA Website under the Quality Assurance Office. Follow the directions below to download all documents that pertain to and includes the instructor certification program for NCOES:

- On the Web type: <https://www.bliss.army.mi./usasma/>.
- When the USASSMA homepage comes on line:
 - Click on QAO.
 - Click on Support Documents.
 - Scroll down to Instructor Certification Program for NCOES where you find all information concerning the instructor certification program for NCOES.

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to the instructor certification program for NCOES.

Appendix I

Consolidated Glossary

This Appendix Contains This appendix contains the items listed in this table:

Item	Pages
Consolidated Glossary, Section I: Abbreviations	I-1-2
Consolidated Glossary, Section II: Terms	I-1-3 thru I-1-8

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Consolidated Glossary

Section I: Abbreviations

AAR ATAS	After Action Review Automated Training Application System	SGITC	Small Group Instructor Training Course
AC	Active Component	SH	Student Handout
ADT	Active Duty for Training	SPE	Solution to Practical Exercise
AER	Service School Academic Evaluation Report	SR	Student Reading
AS	Advance Sheet	SS	Summary Sheet
APFT	Army Physical Fitness Test	SSGL	Senior Small Group Leader
ATRRS	Army Training Requirements and Resources System	TAG	Test Administration Guide
CDO	Conduct Defensive/Offensive Operations	TASS	The Army School System
CMDT Time	Commandant's Time	TATS	The Army Training System
CMP	Course Management Plan	TC	Training Circular
CS	Change Sheet	TCO	Test Control Officer
CTA	Common Tables of Allowance	TLO	Terminal Learning Objective
CVSP	Cardio Vascular Screening Program	TM	Technical Manual
DA	Department of the Army	TSP	Training Support Package
D&C	Drill and Ceremonies	TV	Television
DOTD	Directorate of Training and Doctrine	TVT	Television Video Tape
ELO	Enabling Learning Objective	U	Unclassified
EO	Equal Opportunity	VA	Visual Aid
FD	Foreign Disclosure	VGT	Viewgraph
FM	Field Manual		
STX	Situational Training Exercise		
IAW	In Accordance With		
IDT	Inactive Duty for Training		
ITC	Instructor Training Course		
LCE	Load Carrying Equipment		
LES	Leave and Earning Statement		
LS/A	Learning Step/Activity		
MILES	Multiple Integrated Laser Engagement System		
MMRB	MOS/Medical Retention		
MRE	Meals Ready to Eat		
NBC	Nuclear Biological and Chemical		
NCOA	Noncommissioned Officer Academy		
NCOES	Noncommissioned Officer Education System		
NPA	Net Pay Advice		
OCIE	Organizational Clothing and Individual Equipment		
PE	Practical Exercise		
PFN	Program of Instruction File Number		
WLC	Warrior Leader Course		
PMCS	Preventive Maintenance Checks and Services		
POC	Point of Contact		
POI	Program of Instruction		
QAO	Quality Assurance Office		
RC	Reserve Component		
REF	Reference		
SEP	Student Evaluation Plan		
SGL	Small Group Leader		

Section II

Terms

Note: This section provides standardized definitions of training development terms. Use these definitions in training development correspondence and publications.

Accreditation

The recognition afforded an educational institution when it meets accepted standards of quality applied by an accepted professional accreditation agency.

Administrative drop

The removal of a student from a formal training program for reasons other than failure to meet minimal academic standards.

After-action review/report (AAR)

A professional discussion of an event focused on performance standards, that enables soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve weaknesses. It is a tool leaders, instructors, and units can use to get maximum benefit from every mission or task.

Army Training Requirements and Resource System (ATRRS)

The Army training management system. It projects inputs, resource requirements, and student accountability, and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Automated Systems Approach to Training (ASAT)

The automated system for developing training.

Certification

Written verification of proficiency in a given task or tasks.

Class schedule

Documentation of start and end dates for one iteration of a course.

Class size

The number of students in a class.

Commandant's Time

Administrative time included in a program of instruction to provide additional training, correct training deficiencies, or provides time for other requirements.

Conference

A method of instruction that develops the training material through an instructor-guided student discussion.

Counseling

A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates to: praise and reward good performance, develop teamwork, inform soldiers how well or poorly they are performing, assist soldiers to reach required standards, cause soldiers to set personal and professional goals, and help soldiers resolve personal problems.

Course administrative data (CAD)

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course management plan (CMP)

A document that tells the course manager and instructors how to manage the course.

Course map

A chart that depicts the designed sequence of presentation for a given course, established during course design.

Courseware

An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard.

Distance learning

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and time through the application of multiple means and technologies.

Enabling learning objective (ELO)

A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

Evaluation

Measurement of the demonstrated ability of soldiers or units to perform a task, and supporting skill and knowledge; or learning objective against the established standard.

Exercise

Collective task training designed to develop proficiency and crew teamwork in performing the task to the established standard. It also provides practice for performing supporting individual critical tasks. Exercises may be conducted in units and resident training.

(1) Field Training Exercise (FTX)-A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment which simulates the stress, sounds, and wartime conditions. It is conducted in an austere field environment through all weather conditions and during night as well as day. The STX should guide soldiers through a series of events exposing them to the rigors of duty performance during wartime operations. It combines combat arms, combat support, and combat service support. An exercise designed to allow a unit/team to engage targets with its organic weapons and support.

(2) Situational Training Exercise (STX)-A short scenario driven mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and drills together. Situational training exercises provide pre-constructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Instructor training

The training of selected personnel in the techniques of teaching to qualify them as instructors.

Lesson

A lesson normally includes telling or showing the soldiers what and how to do it, an opportunity for the soldiers to practice, and providing soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson, such as a correspondence course or CBI lesson.

(1) An instructor presented lesson or SGI presented lesson is documented as a lesson plan.

(2) A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.

(3) An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier.

Lesson outline

An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data.

Lesson plan

The detailed blueprint for presenting training by an instructor or small group leader (SGL). It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training.

Mandatory release date

Refers to the date at which individual National Guard or United States Army Reserve soldiers must be released from training to return to their home station.

Maximum class size

The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Media

A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, and computer program.

Methods of instruction

Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. Examples of methods of instruction are conference, demonstration, and practical exercise.

Optimum class size (OCS)

The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

Performance measures

The actions that can be objectively observed and measured to determine if a task performer performed the task to the prescribed standard. These measures are derived from the task performance steps during task analysis.

Performance step

A single discrete operation, movement, or action that comprises part of a task.

Performance test

A test of actual performance of an established criteria, such as a lesson learning objective, to determine if a student can perform the action under the prescribed conditions, to the established absolute standards. Example: Replace the gas mask canister on your M40-series protective mask.

Practical exercise (PE)

The practical exercise is the hands-on application of the performance required in enabling or terminal learning objectives. Gives the student the opportunity to acquire and practice skills, knowledge, and behaviors necessary to perform the training objective successfully.

Prerequisite training

That training which personnel must successfully completed in order to be qualified for entry into training for which they are now being considered.

Programmed training

The training of a critical task (forwarded to non-proponent schools as a training support package (TSP) by including the TSP in a formal course of instruction as a stand-alone lesson with a separate lesson number (program of instruction (POI) file number) and specific learning objectives. It is conducted in a structured manner; trained to standard; essential as it serves as the foundation for other training in the course; a qualification training requirement; and evaluated during instruction. It may require use of specific equipment.

Program of instruction (POI)

The POI covers a course/phase. The program of instruction is a requirements document that provides a general description of course content, duration of instruction, types of instruction, and lists resources required to conduct peacetime and mobilization training in an institutional setting. See TRADOC Reg 350-70.

Risk

Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition. See FM 100-14.

Risk assessment

The identification and assessment of hazards. See FM 100-14

Safety-in-training

The integration of safety requirements and risk management into the training development process. It involves hazard (risk exposure) identification and prevention (risk control techniques) into individual training products, e.g., lesson plans, STPs, and TSPs.

Self-study

Individual study-a soldier learns or reinforces previous learning, on his/her own.

Sequential training

The ordering of training so that the learning of new or more complex skills/knowledge is built upon and reinforces previously learned material.

Skill

The ability to perform a job related activity that contributes to the effective performance of a task performance step.

Small group instruction (SGI)

A means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small group leader (SGL)

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Soldier Manual of Common Tasks (SMCT)

A document that contains the critical tasks which every soldier must be able to perform in order to fight and win on the battlefield. It provides the conditions, standards, and performance measures for each common soldier critical task.

Standard

A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

(1) The task standard reflects task performance requirements on the job.

(2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Student evaluation plan

A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or go/no go) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable), and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements included.

Student performance counseling

Communication, as related to training, which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out. See FM 22-100, App C.

Systems Approach to Training (SAT)

Is a disciplined, logical approach to making collective, individual, and self-development training decisions for the Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. The SAT involves all five training related phases: analysis, design, development, implementation, and evaluation.

TASS Integration Element (TIE)

The TRADOC office in the CONUS sub geographical region that coordinates Army training instructors, students, training devices, equipment, and facilities for Reserve Component individual soldier training.

TASS Training Battalion

A functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and is accredited by the proponent.

TASS Training Institution

The education/training environment of the Army (Active Army, Reserve Component, and Civilians) that encompasses all Army sites where a soldier and civilian can receive training, to included proponent schoolhouses, TASS training battalions, TASS training sites, Army Training Centers, RTI/RTS, DL classroom, and Classroom XXI.

Technique of delivery

Process or manner of delivering instruction that includes one or more methods. For example, group-paced instruction could use conference, discussion, demonstration, and practical exercise. A technique of delivery may involve a whole course, a phase, or a module.

Test

A device, technique, or measuring tool used to determine if a student or group can accomplish the objective to the established standard. Determine if training does what it is designed to do efficiently and effectively. Measures the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group. Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

1. Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard. Performance is measured as a "go" or "no-go" against a prescribed criterion or set of criteria - the learning objective standard. It is scored based upon absolute standards, such as job competency, rather than upon relative standards, such as class standings.

2. Norm-referenced test

A test that grades a student based on performance of other students taking the same test. Is scored based upon relative standards, such as class standings, rather than upon absolute standards, such as job competency.

The Army School System (TASS)

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort---standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Army. TASS training battalions are arranged in regions and functionally aligned with the training/TD (task) proponents.

TASS school battalions

The training institution of both the ARNG (state military academies, National Guard Bureau (NGB) Regional NCOA/schools, etc.) and USAR (U.S. Army Reserve Forces schools/USARC NCOA, etc.). TASS school battalions comprise all NCOAs and schools of the Reserve Component.

The Army Training System (TATS) course

A course designed to train the same MOS/AOC skill level or ASI, LIC, SQI, SI within the Army. The course ensures standardization by training all course critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

The Army Training System (TATS) POI

A requirements document that provides a general description of The Army Training System Course content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training. Note: This is the objective TATS POI; currently being automated.

Training management

The process commanders and their staff use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

Training materials

Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training method

The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training objective

A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), and standard.

Training plan

A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level.

Training safely

Achieved by identifying task performance safety hazards and integrating safety in training procedures during training design, development and implementation. Safety in training and training safely are not one and the same.

Training support

The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, student record maintenance.

Training Support Center (TSC)

An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP)

A complete, exportable package integrating training products, materials, and/or information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff).

Validation

An evaluation of the training products and materials. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement. Validate products and materials to--

1. Verify their training effectiveness in training the objective.
2. Determine beneficial improvements in the quality of training products and materials.
3. Identify training product deficiencies.
4. Improve efficiency and effectiveness of training objectives, sequence, products, and materials. In the "testing" context, it is the process of determining the degree of validity of a measuring instrument (e.g., skill qualification test, end of module test, and end of course comprehensive test). In the "technical manual context, it is the process used by a contractor to test an equipment publication for completeness, compliance with contractual requirements, and technical accuracy.